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UNIVERSITÉ D'OTTAWA
UNIVERSITY OF OTTAWA



CAZONDA 705

-73φ77

BRIEF TO THE
COMMITTEE ON UNIVERSITY AFFAIRS

OCTOBER - 1973 - OCTOBRE

RAPPORT AU COMITE
DES AFFAIRES UNIVERSITAIRES

FOREWORD

AVANT-PROPOS

From the forty-odd questions suggested by the Committee on University Affairs, the University of Ottawa has elected to answer thirty in this brief, and may offer oral or written comments on the others at its meeting with the Committee.

Our answers are in the same order as the Committee's questions to which they refer, but supplementary headings have been introduced and the numbering of topics has been changed. In the Table of Contents, the Committee's number for a given topic is reproduced in parentheses.

We have added one subject to those raised by the Committee: the cost and scarcity of off-campus facilities. Our statement on this question will be found under the heading: Finance-Capital.

Ce mémoire apporte les réponses de l'Université d'Ottawa à trente des quelque quarante questions soulevées par le Comité des affaires universitaires. L'Université voudra peut-être, au cours de sa prochaine rencontre avec le Comité, ajouter d'autres réponses, orales ou écrites.

Nos réponses apparaissent dans le même ordre que les questions du Comité; nous avons cependant introduit des divisions et modifié la numérotation des sujets; on notera que, dans la Table des matières, mention est faite, pour chaque sujet abordé, du numéro que le Comité y avait assigné.

Nous avons cru opportun de faire mention d'un problème que le Comité ne nous avait pas invité à commenter: celui des locaux situés hors du campus. On trouvera dans la section intitulée "Les investissements" nos propos sur cette question.

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SECTION 1: OF STUDENTS, TEACHERS
AND PROGRAMS

1^{ère} PARTIE: NOS ETUDIANTS, NOS PROFESSEURS,
NOS ENSEIGNEMENTS

I ENROLMENT - INSCRIPTIONS

I.1

ARE YOU EXPERIENCING OR DO YOU EXPECT TO EXPERIENCE SIGNIFICANT SHIFTS IN STUDENT PREFERENCES, FOR EXAMPLE, FROM ARTS TO SCIENCE OR PROFESSIONAL SCHOOLS, OR FROM PHYSICAL SCIENCES TO LIFE SCIENCES OR FROM, SAY, ENGLISH TO ECONOMICS?

Les observations qui suivent se basent exclusivement sur les inscriptions à plein temps dans des programmes menant à des grades universitaires.

Les facultés et écoles qui, entre 1967-68 et 1972-73, ont connu les taux de croissance les plus élevés, relativement à celui des inscriptions à l'ensemble des programmes de 1er cycle, sont l'Ecole d'Education physique et de Récréologie, la Faculté des Arts et, (si l'on ne tient compte que des programmes menant à un grade universitaire) la Faculté d'Education. Au même niveau, les disciplines dont l'attrait a crû considérablement sont la psychologie, les arts visuels, les sciences domestiques et la diététique, la traduction et la biologie.

Au niveau de la maîtrise, quelques disciplines ont résisté à la tendance générale à la baisse (sciences économiques, biologie, géologie) tandis que trois autres (anglais, lettres françaises, pathologie) ont attiré substantiellement plus de candidats au doctorat alors que, en général, les inscriptions à ce niveau ne connaissaient qu'une faible augmentation.

Let it be said, at the very beginning, that we shall be discussing "preferences" of students in a somewhat loose sense of the word. It appears to us that student preferences would better be studied on the basis of requests for admission into a given faculty or program, rather than

...

on the basis of registrations, as we shall be doing in these notes.

To use a clear example, were students' preferences the only determining factor, our Medical School would be approximately twenty times larger than it is.

Unfortunately, we could not readily obtain, for the past years, statistics on requests for admissions. In view of other questions raised by the Committee, however, we hope that an analysis based on registrations will not be completely devoid of interest.

We wish to make clear that the comments that follow are exclusively based on an analysis of full-time registrants in degree programs; this should evidently not be taken as reflecting a lack of interest in our part-time students (we have attracted a very large clientele of this type) nor in our non-degree programs, but simply our desire to make use exclusively of reliable statistics (frankly, our 1967-68 statistical reports are not fully satisfactory) and to keep these notes to a reasonable length.

...

I UNDERGRADUATE STUDIES

A. Faculties and Schools

Over a five-year period extending from 1967-68 to 1972-73, the following evolution has been observed.

1. The School of Physical Education and Recreation has experienced considerable growth; its present undergraduate body is more than four times larger than it was in 1967-68.
2. The Faculty of Education has seen the popularity of its degree programs increase substantially, while the reverse is true of the diploma programs. Recently created "concurrent" programs in Arts, Social Sciences and Physical Education are attracting, or expected to attract, very satisfactory numbers of students.
3. In the Faculty of Arts, which has also grown faster than undergraduate registrations for the University as a whole, a particularly noticeable phenomenon is the increased popularity of the three-year General B.A. and of the four-year Honours B.A., and the decreasing attractiveness of the three-year B.A. with a six-course concentration

in a given discipline.

4. Despite the abolition of two programs in recent years, the School of Nursing has grown slightly faster than the total of undergraduate registrations.
5. The Faculty of Science and Engineering attracted, in 1972-73, the same proportion of our undergraduates as it did in 1967-68; moreover, the Science - to - Engineering ratio has remained remarkably constant. As will be mentioned later, however, significant shifts have occurred within the group of scientific disciplines.
6. The Faculties of Law and Medicine constitute somewhat special cases in that both have had to restrict registrations, mainly because of personnel and physical constraints. Both have grown to a certain extent, however, and particularly the first of the two mentioned: thanks to the construction of a new building, both sections (Common and Civil Law) of the Faculty have been able to raise their ceilings so that, from 423 in 1967-68, registrations climbed to 605 in 1972-73 (and to approximately 700 this year).
7. The Faculty of Social Sciences has not grown as steadily as other Faculties in the five-year

period mentioned. (A resurgence has recently been observed, however: registrations in the general program, for instance, have increased from 50 last year to approximately 135 this year.)

8. The Faculty of Philosophy has seen its undergraduate registrations drop from 112 in 1967-68 to 38 in 1972-73. On the other hand, the Faculty continues to assume a heavy and increasing burden of service courses, which have reached approximately 4,000 students in recent years.
9. The preceding enumeration has left out two of our Faculties: Management Sciences, which did not exist as a unit in 1967-68, and Library Science, whose activities have been severely curtailed since last year, but not because of a lack of student interest. Of the first, let it be added that it has been growing very satisfactorily, and recruited approximately 520 full-time undergraduates in 1972-73.

B. Disciplines

The following notes point to a small number of disciplines which have achieved spectacular gains, or experienced notable declines at the undergraduate level between the years 1969-70 and 1972-73.

...

1. Psychology: on-campus course registrations during the regular school year have increased from 1300 to 2100 (and to approximately 3000 this year).
2. Visual Arts and Home Economics / Dietetics have been growing very rapidly; the establishment of ceilings is being considered for next year.
3. Translation was not even offered as an area of specialization in 1969-70; last year, it attracted 182 Honours students. A ceiling on new registrations was established this year.
4. Of the "traditional" sciences, Physics, Chemistry and Mathematics have failed to keep up with the growth of sciences as a whole; Geology, Biochemistry and Computing Science more or less hold their own, while Biology shoots ahead: in the three years under consideration, it has grown considerably faster than all the sciences mentioned put together.

II GRADUATE STUDIES

We shall disregard, in this section, the grouping of disciplines into Faculties; the exercise proved to be of little interest.

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1. Over-all full-time registration in Masters' programs has dropped from 724 in 1969-70 to 600 in 1972-73; at the doctoral level, there has been a modest increase: from 303 to 325.

2. At the Masters' level, consequently, the notable changes tend to be downward: for instance:

| <u>Discipline</u> | <u>1969-70</u> | <u>1972-73</u> |
|--------------------------|----------------|----------------|
| - French Literature | 34 | 15 |
| - History | 31 | 18 |
| - Religious Sciences | 44 | 11 |
| - Pathology | 53 | 15 |
| - Biochemistry | 15 | 1 |
| - Chemistry | 16 | 6 |
| - Physics | 14 | 5 |
| - Civil Engineering | 30 | 21 |
| - Electrical Engineering | 31 | 18 |
| - Mechanical Engineering | 22 | 14 |

3. At the same level, some appreciable increases have also occurred:

| | | |
|-------------|----|----|
| - Economics | 14 | 27 |
| - Biology | 10 | 17 |
| - Geology | 3 | 9 |

...

4. It may be worth noting that, of the ten (10) disciplines mentioned above as recruiting fewer students at the Masters' level, seven (7) enrol more doctoral candidates; the three exceptions are: Chemistry, Physics and Chemical Engineering.

5. Of the disciplines that attracted ten (10) or more full time doctoral candidates in 1969-70, only three (3) have had a rate of growth of 50% or more:

| <u>Discipline</u> | <u>1969-70</u> | <u>1972-73</u> |
|---------------------|----------------|----------------|
| - English | 23 | 34 |
| - French Literature | 11 | 21 |
| - Pathology | 14 | 22 |

I. 2 IS THE UNIVERSITY APPLICATION CENTRE FULFILLING YOUR EXPECTATIONS?

La tâche confiée au Centre de Guelph était évidemment d'une très grande ampleur; il nous semble donc très compréhensible que son organisation ne soit pas encore tout à fait au point.

The Ontario Universities' Application Center had to create a new system to serve fourteen (14) universities, each having its own system, the Ministry of Colleges and Universities and Statistics Canada. Coordinating, planning, testing and improving this new system was and is without any doubt a difficult task.

Nevertheless, there still remains the fact that our Office of Admissions this year was faced with the following problems:

1. Coding errors
2. Wrong subject marks
3. Courses not coded
4. Confusion between Grade 12 and Grade 13 courses
5. Updates extremely late in arriving
6. Files' hard copy late in arriving

Following many meetings and workshops, we are confident that the Ontario Universities' Application Center for the admission cycle of 1974-1975 will facilitate our task and will meet the objectives for which it was created.

I. 3 WHAT IS YOUR POLICY ON THE ADMISSION OF NON-CANADIAN STUDENTS?

The University has no written policy on this subject and most faculties (Medicine excepted) welcome foreign students, especially if they are former students' or diplomats' children. They, however, give priority to Canadian citizens whenever they have to limit their number of admissions. Foreign students are informed that Canadian citizenship is in some cases a necessity or an advantage.

L'Université n'a pas de politique écrite sur cette question; chaque faculté est donc libre d'établir la sienne. Les facultés des Arts, des Sciences infirmières, de Philosophie, d'Education physique, des Sciences sociales et des Sciences de la gestion ne tiennent pas compte de la citoyenneté lors de la sélection de leurs étudiants.

D'autres facultés (Droit, Education, Génie au niveau des études du premier cycle et Psychologie) donnent priorité aux citoyens canadiens. Ainsi le Comité d'admission de la faculté de psychologie limite habituellement à 20% la proportion d'étudiants non-canadiens, sauf si ces derniers sont de calibre très exceptionnel.

...

La faculté de Médecine, pour sa part, n'accepte dans son programme de formation théorique que les citoyens canadiens ou les immigrants reçus.

Aux études supérieures, la réglementation du Ministère de l'immigration et les édits du Conseil national de recherches favorisent ouvertement les étudiants canadiens.

Tout en accueillant des étudiants étrangers, certaines facultés professionnelles doivent les prévenir de la nécessité d'être citoyen canadien pour exercer au Canada.

Deux facteurs supplémentaires viennent s'ajouter:

- a) l'Université considère d'un œil particulièrement favorable les demandes d'admission présentées par les enfants de ses anciens étudiants;
- b) à cause de sa situation, elle se doit également d'être accueillante pour les enfants des diplomates et fonctionnaires étrangers en poste à Ottawa.

1.4 WHAT IS YOUR POLICY ON THE ADMISSION OF STUDENTS FROM OTHER PROVINCES?

The University generally welcomes students from other provinces but Faculties which have to limit their number of admissions always give priority to Ontario residents if they are as well qualified as other applicants.

II UNDERGRADUATE STUDIES - ETUDES DE PREMIER CYCLE

III.1 DESCRIBE ANY NEW UNDERGRADUATE PROGRAM INNOVATIONS WHICH YOU WISH TO BRING TO THE COMMITTEE'S ATTENTION.

Des programmes d'études innovateurs mentionnés, la plupart visent l'un ou l'autre des deux objectifs suivants: permettre à l'étudiant d'acquérir, soit une formation multi-disciplinaire, soit une réelle expérience pratique. Mention est aussi faite de quelques autres innovations.

Two major trends can be observed in the area of program innovations:

I - Interdisciplinary Studies

1. A number of programs joining Philosophy with another discipline have been created; Sociology and Political Sciences are examples of such.

2. Concurrent programs of Teacher Education are now available in three areas: Arts, Social Sciences and Physical Education.

3. The Faculty of Science and Engineering recently created three joint-specialization programs: Physics-Mathematics, Physics-Geology, and Mathematics-Art.

...

II. Law students can, by adding one year to their undergraduate program, obtain a dual degree: in Common Law and in Civil Law.

II - Clinical Experience

Three Faculties have established somewhat novel opportunities for their students to acquire practical experience in an everyday setting: Medicine has created Family Practice Units, Law sponsors two legal clinics, and Physical Education ran, this summer, a day-camp program which attracted 450 children from the community.

III - Miscellaneous

1. The program for translators is being thoroughly revised: it will stress practical skills, and attach somewhat less importance to linguistics, philology, etc.
2. A Bachelor's program stressing sports coaching has been developed by the School of Physical Education.
3. A program leading to a Bachelor's degree in Management Science and highlighting Operational Research has an unusual contents:
 - 40% Mathematics and Operational Research
 - 40% Management
 - 20% General Education

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4. In 1973-74, Social Sciences shall teach one section of its Principles of Economics course through programmed material; if the experiment is successful, the material shall be translated into French and used with a second experimental section.
5. Recent decisions concerning the use of French in Ontario courts of law have encouraged the Faculty of Law to pursue actively the objective of offering Common Law courses in French.

III GRADUATE STUDIES - ETUDES SUPERIEURES

III.1 WHAT IS YOUR ATTITUDE TO THE ACAP PLANNING ASSESSMENTS?
DO YOU FORESEE ANY IMPLEMENTATION DIFFICULTIES?

Les évaluations de l'A.C.A.P. nous sont utiles mais la suggestion de mettre fin à un programme à forte inscription nous créerait des problèmes sérieux.

The ACAP planning assessments provide for the University considerable information on the academic quality of its departments, which the university can take into account in planning the future development of the disciplines concerned. They also provide an overall view of the general plans of all Ontario universities which helps us to plan our programmes in such a way as to avoid unnecessary duplication of programmes being planned in other universities, or helps other universities to avoid duplication with those we are planning.

We do not anticipate any serious problems in implementing C.O.U. recommendations based on the A.C.A.P. reports. The termination of a programme in which a large number of graduate students and professors are involved could not, however, be implemented without major difficulties.

III.2 DO YOU ENDORSE THE CONCEPT OF "PROVISIONAL EMBARGO"?

We have no objections to the concept of "provisional embargo" provided that the embargo is devised to provide a solution to a well-identified problem of manpower surplus.

III.3 DESCRIBE ANY PROGRAM INNOVATIONS WHICH YOU WISH TO BRING TO THE COMMITTEE'S ATTENTION

L'Université est en train d'étudier la possibilité

- a) d'élargir les programmes en Economie, en Sciences de la Gestion ainsi qu'en Gestion des sciences de la santé.
- b) de favoriser des rapprochements entre les professeurs du département d'Informatique et ceux de la Faculté des Sciences de la Gestion.
- c) d'offrir aux étudiants anglophones des cours en Droit public, Droit privé et Droit comparé
- d) d'unifier le programme d'étude des candidats au Doctorat en Génie et de reconsidérer les exigences concernant les Maîtrises avec thèse et les Maîtrises sans thèse.

In our graduate programs in Economics and in Management Sciences we have recently been giving considerable emphasis to the quantitative aspects of these studies and hope to develop this further in the near future. We are also examining ways of bringing members of our Computer Science Department into closer contact with the professors in Management Sciences.

We have broadened our master's program in Health Administration in order to prepare the graduates of this program for wider roles in the community than the administration of hospitals.

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The program has been modified to make possible a full-time second year of the program within the University.

Until last year the graduate programs in Public law, Private law and Comparative law were limited to French speaking students. It is now possible for English speaking students to obtain the master's degree in law, certainly in Public law with emphasis on legal drafting. It is expected that the number of English speaking candidates for the L.L.M. degree will increase during the coming years.

Plans for the development of a common Ph.D. program in Engineering as opposed to the specialized programs given by the individual engineering departments have been held up by the ACAP engineering assessments. After their completion we shall re-open the possibility of this development in the light of the ACAP reports.

The University is at present reexamining its master's programs in all disciplines in order to decide the ideal requirements for master's degrees with thesis and without thesis.

IV HEALTH SCIENCES - LES SCIENCES DE LA SANTE

IV.1 HOW WILL NEW PROVINCIAL GUIDELINES ON MEDICAL SCHOOLS AFFECT YOUR INSTITUTION?

Les plans pour le Centre des Sciences de la Santé continuent de prévoir une admission de 96 nouveaux étudiants en médecine par année. La Faculté étudie présentement en collaboration avec les autres écoles de médecine de l'Ontario dans quelle mesure et quels secteurs il sera nécessaire de limiter nos programmes actuels au niveau postgradué.

A. The undergraduate programme

We have interpreted the guidelines on medical schools precisely as "guidelines" and not as "dictates" which must be adhered to the letter. The planning of the Health Sciences Centre in particular and of the Complex as a whole still continues on the basis of an entrance class of 96. This is still possible in the light of the reduced ratio of hospital beds of 4 per 1000 of population in the region. The difference in cost for new accomodation for a class of 96 as planned and of 80, as SUGGESTED, is not significantly greater and will be met in any case within the allocation of funds made by the Province to the Ottawa Health Sciences Complex.

...

B. The postgraduate programmes

The guidelines are far from being clear as far as post-graduate education is concerned. Our programme takes in consideration the wish of the Provincial Government that approximately half of our graduating class be given opportunity to train for family practice and the other half for medical and surgical specialities. We do not know what quota - if any - the Province will suggest for trainees having received their basic medical education outside its jurisdiction. The whole question is presently being studied jointly by the five medical schools of Ontario for further discussion with Government.

IV.2

ARE YOU INVOLVED IN ANY REGIONAL ORGANIZATION CONCERNED WITH THE DELIVERY OF HEALTH CARE?

Les hôpitaux majeurs de la région étant des hôpitaux d'enseignement, la Faculté et son personnel sont intimement impliqués dans la distribution des soins médicaux à la population locale. Les cadres supérieurs de l'Université et de la Faculté siègent sur tous les organismes locaux qui coordonnent les efforts dans le domaine de la santé.

A. Health care

The University is involved in a major way with organizations in the provision of direct medical care in the region.

1. The two largest and most specialized hospitals in the region are principal teaching hospitals of the University and the heads of all clinical departments in both of them are jointly appointed by the hospital and University. A total of over 700 beds in these hospitals are under the joint control of the University and hospitals as far as clinical staffing is concerned.

2. The only available specialty in Psychiatry and Special Rehabilitation are University Services... .

3. The only Cardiac Surgical Service of the Region is provided by the University of Ottawa Cardiac Unit.

4. The only Nephrology and Dialysis Service of the Region is provided by University-appointed clinical staff.

In most cases the medical care is provided in all these spheres by G.F.T. or M.P.T. University faculty personnel, with the assistance of graduate physicians undertaking postgraduate training under University auspices.

5. The Children's Hospital of Eastern Ontario, another major affiliated teaching hospital of the University will open next Spring (March, 1974) and the University is involved in appointing its clinical staff, the Heads of all departments to be joint appointees of the Hospital and University and mostly G.F.T. or M.P.T. employees of the University.

6. The University staffs two primary care teaching clinics which between them provide continuing family care to about 10,000 persons in this region.

B. Planning and development

The University is also involved in the planning and development of health care in the region.

1. The Senior Administrators of the University and members of its Board of Governors represent the University on Hospital Boards, Regional Health Planning Boards, Provincial Foundations and Task Forces concerned with Health.
2. Members of the Faculty represent the University on Committees involved in planning:

Hospital Services

Laboratory Services

Obstetrical Services

Paediatric Services

Rehabilitation Services

Mental Health Services

Extended Care Services

(In many cases the University, in addition, provides the epidemiologists and biostatisticians in support of investigations by these planning groups.)

It has been estimated that up to 20% of the time

...

of a large number of Faculty members is devoted to these regional health care planning undertakings.

V PART-TIME STUDENTS - ETUDIANTS A TEMPS PARTIEL

V.1 DO YOU OFFER, OR HAVE YOU ANY PLANS TO OFFER MASTERS AND Ph. D.'s ON A PART-TIME BASIS?

Cette année, 1339 étudiants à temps partiel sont inscrits à la maîtrise et 339 au doctorat. L'Université exige cependant de ces derniers qu'ils aient auparavant complété 4 ou 6 sessions de cours à temps plein. L'Université a également permis à certains étudiants non-candidats à la maîtrise de suivre les cours offerts à ce niveau pour fins de culture générale, de recyclage ou d'acquisition de crédits en vue de l'obtention d'un diplôme d'une autre Université.

This year, it is possible to obtain master's degrees on a part-time basis in the following fields: Philosophy, French Literature, English Literature, Classical Studies, Slavic Studies, Education, Economics, Sociology, Political Science, Geography, Mathematics, Law, Physical Education, Management Sciences, as well as Chemical, Electrical and Mechanical Engineering. These programs enrol, this year, a total of 1339 students. We propose to continue and to extend this practice.

At the Ph.D. level we also have a large number of part-time students (395) particularly in the non-science disciplines. We require, however, that every candidate for a Ph.D. degree should spend at least four terms in full-time study at the University; in most departments we require six

terms. Thereafter many students continue their Ph.D. studies part-time.

In addition to part-time studies leading to master's or Ph.D. degrees we have recently made it possible for students not admitted to master's programs at this University to take courses given for master's degree students. Reasons why students enrol in such courses are: (a) for general culture; (b) for upgrading; (c) for credit towards a master's degree at another university. If such students subsequently enrol in a master's program, it is possible to have such courses already taken credited towards their master's degree.

VI FACULTY - LES PROFESSEURS

VI.1 WHAT ARE YOUR POLICIES ON TENURE, SABBATICALS, COMMUNITY INVOLVEMENT, SUMMER SCHOOL TEACHING, AND PROFESSIONAL INCOME EARNED FROM EXTRA-UNIVERSITY SOURCES?

I TENURE

According to the policy in force at present, tenure is automatically granted upon promotion to the rank of Associate Professor. The conditions for such promotions are as follows: the candidate must hold a doctorate or an appropriate professional degree, and have demonstrated a capacity for teaching and research, published scholarly work of good quality and accumulated five years of teaching experience at the university level.

As this report is being written, however, a new and considerably more detailed policy, suggested by the Senate, is under study by the Board of Governors.

II SABBATICALS

The policy reproduced in the next pages has been approved quite recently by the Board of Governors.

...

III COMMUNITY INVOLVEMENT

We also reproduce (p.43-48) our policy on the conditions governing the holding of public office by teachers and support staff members.

This is but one form of community involvement made possible by our present regulations; we also loan members of our personnel to various local, provincial and national bodies, with or without pay according to the circumstances of each case.

IV SUMMER SCHOOL TEACHING

Our practice in this respect is to restrict to one full course or the equivalent the summer teaching duties of a member of the academic staff. The teacher receives supplementary pay for this assignment, unless the conditions of his employment stipulate that it will constitute a part of his normal load.

V PROFESSIONAL INCOME EARNED FROM
EXTRA-UNIVERSITY SOURCES

A document on outside research and consulting activities, approved by the Senate, restricts to one day a week the proportion of his time a teacher may devote to such activities; this time limit must evidently be considered

as stating an order of magnitude, to be observed over a prolonged period of time, rather than constituting a hard and fast constraint to be applied literally.

CONGE SABBATIQUEPRESENTATION

1. Ce règlement expose le but d'un congé sabbatique et les conditions dans lesquelles il peut être accordé aux membres du personnel enseignant.

2. L'Université d'Ottawa considère le congé sabbatique non pas comme une récompense à laquelle un professeur a droit pour un travail accompli, mais bien plutôt comme un placement, une condition du progrès de la vie universitaire. C'est dans cette optique que des règlements ont été établis et que sont jugées les demandes de congé.

MOTIF DE LA DEMANDE

3. Un congé sabbatique est accordé dans le but de permettre à un professeur de contribuer à l'évolution de la vie universitaire:

- a. en cherchant un complément de formation - études supérieures, stages dans un centre d'études ou de recherches;
- b. en consacrant plus de temps à la production scientifique - préparation d'un volume, intensification d'un travail de recherche;
- c. en faisant connaître l'Université à titre de professeur invité lorsque l'Université accorde une importance exceptionnelle à ce poste (cf. alinéa 9);
- d. en acquérant une expérience pratique ou professionnelle en rapport avec son domaine académique, en vue de donner un enseignement plus

SABBATICAL LEAVEINTRODUCTION

1. This Policy describes the purpose of sabbatical leave and the conditions relative to the granting of such leave to members of the teaching staff.

2. The University of Ottawa does not look upon sabbatical leave as a reward to which a professor is entitled for work accomplished but rather as an investment, a requirement for progressive university life. This is the basis on which the regulations have been established and applications for leave are considered.

MOTIVATING REASONS

3. Sabbatical leave is granted to enable a professor to contribute to the development of university life:

- a. by further training - advanced studies, courses at a study centre or research centre;
- b. by devoting more time to scientific production - writing a book, concentrating on research;
- c. by publicizing the University in the capacity of visiting professor where the University considers the position to be one of outstanding importance (see paragraph 9);
- d. by gaining practical or professional experience in a field connected with

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complet qui répond aux exigences de l'époque.

PERIODE DE SERVICE REQUISE

4. Un congé sabbatique peut être accordé à un professeur qui, pour une période de six (6) ans, a été membre à exercice complet du personnel enseignant de l'Université d'Ottawa, en fonction de chargé de cours, professeur adjoint, professeur agrégé ou professeur titulaire. Ce professeur doit avoir la permanence au moment de prendre son congé. Des professeurs qui auront bénéficié d'un congé sabbatique y seront de nouveau admissibles après d'autres périodes de service de six (6) ans.

DUREE DU CONGE ET COMPENSATION FINANCIERES

5. Il y a deux formes de congé sabbatique:

- a. Six mois à plein salaire. (Sauf exception, les professeurs doivent assumer un semestre complet d'enseignement).
- b. Congé sabbatique d'un an; la base salariale pour ce congé sera de 75% du salaire. Toutefois, si le professeur désire augmenter sa compensation financière il peut différer sa demande; cette compensation financière sera alors de 75% plus 5% de son salaire pour chaque année supplémentaire aux six années

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his academic specialization which will enable him to give instruction that is more complete and suitable to present-day requirements.

SERVICE REQUIREMENT

4. Sabbatical leave may be granted to a professor who has been a full-time member of the teaching staff of the University of Ottawa as a lecturer, assistant professor, associate professor or a full professor for a period of six (6) years. He must be tenured at the time his sabbatical leave begins. Professors who have had a sabbatical leave are eligible for further sabbatical leaves following further periods of service of six years.

DURATION OF LEAVE AND FINANCIAL BENEFITS

5. There are two types of sabbatical leave:

- a. Six (6) months at full salary. (Professors are expected to teach a full semester except in special cases).
- b. One year sabbatical; the stipendiary basis will be 75% of salary. However, if a professor wishes to increase his financial benefit, he may defer his application in which case such benefit shall be 75% plus 5% of his salary for each year added to the basic

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de base, jusqu'à concurrence de 90% de son salaire. Cette compensation maximale est atteinte après neuf années de service.

6. Lorsque, pour des raisons administratives, un professeur ne peut accepter un congé sabbatique (i.e. remplacement impossible) les années d'attente additionnelles qui lui sont imposées seront accumulées et serviront à raccourcir d'autant la période d'attente pour l'admissibilité à un congé sabbatique ultérieur. Un maximum de trois années d'attente pourront être ainsi utilisées.

7. Le pourcentage du salaire attribué au professeur à titre de compensation est calculé d'après son salaire pour l'année où le congé est pris.

8. Pendant l'absence du professeur, l'Université et le professeur continuent à verser leurs contributions respectives pour les différents plans d'assurances et le fonds de pension, tels versements étant calculés sur la base du plein salaire du professeur.

9. Lorsqu'en congé, un professeur peut accepter des bourses d'études mais ne peut prendre une position rémunérée, sauf dans les cas prévus aux divisions c et d de l'alinéa 3.

ENGAGEMENT

10. Un professeur ayant obtenu un congé sabbatique s'engage à demeurer au service de l'Université pour l'année académique qui suit l'année de son congé et à présenter un rapport de son année d'absence.

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six-year period, up to 90% of his salary. Such maximum benefit is reached after nine years of service.

6. When a professor cannot take his sabbatical leave for administrative reasons (e.g. when he cannot be replaced), the additional waiting time imposed upon him will be accumulated and used to shorten the period of eligibility for a further sabbatical leave. A maximum of three waiting years may be used in this way.

7. The percentage of salary allotted to a professor as benefit is calculated on the basis of his salary for the year in which leave is taken.

8. While the professor is on leave, the University and the professor continue to pay their respective contributions to the various insurance plans and to the retirement fund, such payments being calculated on the basis of the professor's full salary.

9. While on leave a professor may accept scholarships but may not take a salaried position except as provided under paragraphs 3c and 3d.

UNDERTAKING

10. A professor who has obtained sabbatical leave shall undertake to remain in the employment of the University during the academic year following his year of absence and to submit a report of his activities while on leave.

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11. Lors de son retour à l'Université, un professeur qui a bénéficié d'un congé sabbatique doit remettre à son doyen ou directeur un rapport de ses activités au cours de ce congé.

DEMANDE DE CONGE SABBATIQUE

12. Dix (10) mois avant le début de l'année académique au cours de laquelle un professeur veut s'absenter, il complète et remet à son chef de département le formulaire "Demande de congé sabbatique".

13. Le chef du département peut

- a. différer le congé sabbatique de ce professeur pour des raisons administratives;
- b. refuser le congé s'il croit qu'il n'est pas dans l'intérêt de l'Université d'accepter la demande;
- c. approuver la demande et la faire parvenir au doyen de la faculté ou au directeur de l'école.

14. Le doyen de la faculté ou le directeur de l'école peut

- a. remettre à plus tard le congé sabbatique de ce professeur pour raisons d'ordre administratif;
- b. refuser le congé s'il croit qu'il n'est pas dans l'intérêt de l'Université d'accepter la demande;
- c. approuver la demande et la faire parvenir au Bureau des gouverneurs par l'entremise du Vice-

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11. Upon his return to the University a professor who has been absent on sabbatical leave shall report to his Dean or Director on his activities during such leave.

APPLICATION FOR SABBATICAL LEAVE

12. Ten (10) months prior to the beginning of the academic year during which the professor is to be absent, he should complete the "Application for Sabbatical Leave" form and hand it in to the Head of his Department.

13. The Head of a Department may

- a. defer the professor's sabbatical leave for administrative reasons;
- b. refuse such leave if he considers it is not in interests of the University to accept the application;
- c. approve the application and forward it to the Dean of the Faculty or to the Director of the School.

14. The Dean of the Faculty or the Director of the School may

- a. defer the sabbatical leave requested for administrative reasons;
- b. refuse such leave if he considers it is not in the interests of the University to accept the application;
- c. approve the application and forward it to the Board of Governors through the Vice-Rector, Academic.

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recteur à l'enseignement
et à la recherche.

15. Dans le cas d'un refus,
le professeur peut en appeler
au doyen ou au directeur d'école
sur la décision du chef de dé-
partement et, en dernier recours,
au Bureau des gouverneurs par
l'entremise du Vice-recteur à
l'enseignement et à la recher-
che; il en sera de même pour
les cas exceptionnels non
prévus dans le cadre du pré-
sent règlement.

EXCEPTION

16. Aucune exception à ce
règlement ne sera faite sans
l'approbation écrite du Bureau
des gouverneurs.

15. Where an application is
refused, the professor may
appeal the decision of the
Head of the Department to
the Dean or Director of a
School and in the last resort,
to the Board of Governors
through the Vice-Rector, Aca-
demic. The same procedure
shall be followed in exceptional
cases not provided for in the
present regulations.

EXCEPTION

16. No exception may be made
to this Policy without the
written consent of the Board
of Governors.

PURPOSE OF POLICY

1. The University recognizes that all members of its personnel are entirely free to enter public life and to seek any elective office. By virtue of this policy, the University wishes to determine the conditions upon which any such member may do so, namely the following:
 - a) whether he should be granted a leave of absence with or without pay
 - b) whether he should be eligible for the fringe benefits of the University and
 - c) how he may retain tenure which may have been granted to him.

INTERPRETATION

2. In this policy
 - a) "Senior public office" means any elective office of the Federal Parliament of Canada, of any Provincial Legislature or Assembly of Canada, of the Board of Control or Mayor of the Cities of Ottawa, Hull and Vanier, or any other elective office which the Administrative Committee may so determine from time to time;
 - b) "Junior public office" means any other elective office;
 - c) "Members of the teaching staff with tenure" means all members of the teaching staff of the University who have been granted tenure by the Board of Governors of the University;
 - d) "Members of the teaching staff without tenure" means all members of the teaching staff of the University who are performing their duties under a short term contract of employment with the University;
 - e) "Members of the support staff" means all staff members who are regularly employed by the University as defined in articles 2 a) and 2 b) of Policy Number 3 of the University;
 - f) "University" means the University of Ottawa.

CONDITIONS AFFECTING A JUNIOR PUBLIC OFFICE

3. Any member of the teaching staff and any member of the support staff of the University who wishes to run as a candidate to a junior public office is hereby granted the right to do so. However, no leave nor any other privilege shall be extended to him in order to allow him to run for such office or to perform the duties which such office entails. Any such member of the teaching staff and any such member of the support staff shall be compelled to perform all the duties which the University shall have imposed upon him by virtue of his employment with it.

CONDITIONS AFFECTING A SENIOR PUBLIC OFFICE

4. During the election campaign

a) Notice to the dean or director

If a member of the teaching staff or a member of the support staff wishes to allow his name to stand either before a party convention or for actual nomination for an election to a senior public office, he shall notify his dean or director within a reasonable time so that his dean or director may make whatever arrangements which may be deemed necessary by him in order to ensure that the resulting added workload can be properly performed by others from the date upon which he shall begin his election campaign up to and including the date of the election. The dean or director concerned shall, immediately upon being so notified by such member, provide the same with a copy of this policy and shall as soon as practicable thereafter submit an application to the Administrative Committee setting out the request of such member and the arrangements which have been made by such dean or director for the proper performance of the resulting workload during the absence of such member.

b) Leave with pay

Upon the request of the dean or of the director, the Administrative Committee may grant to such member of the teaching staff or of the support staff leave with pay for a period of thirty (30) days including the date of the election.

5. Should the candidate be elected:

a) If he is a member of the teaching staff with tenure and returns immediately on his ceasing to hold office within six (6) years of his election, all his rights, privileges and rank shall be restored to him upon his return and he shall be entitled to a rate of pay which will include all statutory increases which were

granted to members of the teaching staff of equal rank up to the maximum salary of the particular rank that he occupied at the time the leave was granted. During the term of any leave granted for election to or service in a senior public office, any such member shall be entitled to continue his payments towards the Pension Fund and any other employee group insurance plan inasmuch as the terms of the said Fund and/or any said insurance plan permit provided however that any such member pays the University's share thereof. Such member shall not however be entitled to any other right or privilege during his absence - including the following:

- i) accumulation of seniority for the purpose of sabbatical leave;
- ii) exemption of tuition fees as provided in Policy Number 22;
- iii) participation as a member of the council of any faculty or school or as a member of a service;
- iv) any other right or privilege not specifically mentioned herein.

Nothing in this policy shall be construed as preventing such member from being employed on a part-time basis by the University for lecturing or for any duty task, in which case he shall be remunerated therefor at the normal scale for part-time members of the teaching staff or of the support staff.

- b) If he is a member of the teaching staff without tenure or a member of the support staff, he shall be deemed to have resigned his position with the University as of the date next following his election.

EXCEPTIONS

6. No exception may be made to this policy without the written consent of the Administrative Committee.

BUT DU REGLEMENT

1. L'Université reconnaît à tous les membres de son personnel le droit d'entrer dans la vie publique et de se présenter à des élections. En vertu de ce règlement, l'Université tient à déterminer les conditions auxquelles un de ses membres peut le faire, à savoir:
 - a) s'il doit jouir d'un congé avec ou sans traitement
 - b) s'il doit bénéficier des avantages sociaux de l'Université et
 - c) comment, s'il en jouit déjà, il peut conserver la permanence.

INTERPRETATION

2. Dans le présent règlement
 - a) "Charge publique sénior" s'entend de tout emploi électif à un poste de membre du Parlement du Canada, député d'une province, membre du Bureau des Commissaires ou maire des villes d'Ottawa, Hull ou Vanier, ou de tout autre emploi électif déterminé au besoin par le Comité d'administration;
 - b) "Charge publique junior" s'entend de tout autre emploi électif;
 - c) "Membres permanents du personnel enseignant" s'entend de tous les membres du personnel enseignant de l'Université à qui le Bureau des Gouverneurs a accordé la permanence;
 - d) "Membres du personnel enseignant sans permanence" s'entend de tous les membres du personnel enseignant de l'Université liés à l'Université par un contrat à court terme;
 - e) "Membres du personnel de soutien" s'entend de tous les membres du personnel normalement employés par l'Université de la façon décrite aux articles 2 a) et 2 b) du règlement no 3 de l'Université;
 - f) "Université" s'entend de l'Université d'Ottawa.

CONDITIONS RELATIVES AUX CHARGES PUBLIQUES JUNIORS

3. Tout membre du personnel enseignant ou du personnel de soutien de l'Université désireux de poser sa candidature pour une charge publique junior est autorisé à le faire en vertu du présent règlement. Il ne lui est, cependant, accordé aucun congé ou aucun privilège particulier pour

lui permettre de présenter sa candidature à une charge ou de remplir les fonctions qui y correspondent. Tout membre du personnel enseignant ou du personnel de soutien dans ce cas est tenu d'accomplir toutes les tâches qui lui sont imposées par l'Université en vertu du poste qu'il y occupe.

CONDITIONS RELATIVES AUX CHARGES PUBLIQUES SENIORS

4. Pendant la campagne électorale

a) Avis au doyen ou directeur

Lorsqu'un membre du personnel enseignant ou du personnel de soutien a l'intention de laisser proposer son nom à la convention d'un parti ou lors de la mise en candidature précédant l'élection à une charge publique senior, il doit avertir son doyen ou directeur suffisamment à temps pour permettre à celui-ci de prendre les dispositions nécessaires en vue de faire accomplir correctement par d'autres personnes la charge de travail supplémentaire qui en résulte, entre la date à laquelle l'employé commence sa campagne électorale et la date de l'élection. Le doyen ou directeur doit remettre une copie de ce règlement à l'employé concerné, dès que celui-ci l'avertit de ses intentions, et il doit soumettre dès que possible au Comité d'administration une demande exposant la requête de l'employé et les mesures qui ont été prises pour que la charge de travail de l'employé soit accomplie correctement en son absence.

b) Congé payé

A la demande du doyen ou directeur, le Comité d'administration peut accorder un congé payé au membre du personnel enseignant ou du personnel de soutien concerné pour une période de trente (30) jours se terminant à la date de l'élection.

5. Lorsque l'employé est élu:

a) s'il s'agit d'un membre permanent du personnel enseignant et qu'il reprend ses fonctions immédiatement après la fin de son mandat, lequel ne doit pas excéder les six (6) années qui suivent son élection, il retrouvera son titre professoral et tous ses droits et priviléges, dès son retour, et il aura droit à un salaire comprenant toutes les augmentations statutaires qui auront été accordées pendant son absence aux membres du personnel enseignant de même titre, mais ne dépassant pas cependant le salaire maximum accordé pour le titre qu'il occupait au moment où il a reçu l'autorisation de prendre un

congé. Pendant la durée du congé accordé à l'employé pour se présenter à des élections ou occuper une charge publique senior, celui-ci a le droit de continuer de verser des cotisations au Régime de Pension et à toute autre assurance collective, dans la mesure où les termes du Régime ou de l'assurance l'y autorisent et à condition qu'il verse aussi la part de cotisation de l'Université. L'employé en question ne peut cependant, pendant son absence, jouir d'aucun des droits et priviléges suivants:

- i) l'accumulation d'ancienneté en vue d'un congé sabbatique;
- ii) l'exemption de frais de scolarité prévue au règlement no 22;
- iii) la participation au conseil de sa faculté, de son école ou aux comités de son service;
- iv) tout autre droit ou privilège non mentionné de façon spécifique dans le présent règlement.

Rien dans le présent règlement ne doit être interprété comme empêchant l'employé concerné d'être employé à temps partiel par l'Université pour donner des cours ou effectuer un travail quelconque; le cas échéant, l'employé sera rémunéré au taux correspondant normalement appliqué aux membres du personnel enseignant ou du personnel de soutien à temps partiel.

- b) s'il s'agit d'un membre du personnel enseignant sans permanence ou d'un membre du personnel de soutien, il sera considéré comme ayant démissionné du poste qu'il occupait à l'Université, le lendemain même du jour de son élection.

EXCEPTIONS

6. Aucune exception ne pourra être faite à ce règlement sans le consentement écrit du Comité d'administration.

VII STATUS OF WOMEN - LE STATUT DE LA FEMME

VII.1 DO YOU HAVE A POLICY ON THE HIRING, REMUNERATION AND PROMOTION OF WOMEN IN ALL FIELDS OF EMPLOYMENT IN YOUR INSTITUTION?

Même si cette politique ne fait l'objet d'aucun document écrit, l'Université ne fait aucune distinction entre les sexes en ce qui concerne l'ambachage, la rémunération et la promotion tant de son personnel enseignant que de son personnel de soutien.

TEACHING STAFF

The University has no written policy concerning equality between the sexes in matters of hiring, remuneration and promotion; however, it has always been understood that, in its personnel practices, it will countenance no form of discrimination. Indeed, a study is in progress, at this moment, the object of which is to determine whether, despite this unwritten policy, discriminatory measures against female teachers have crept in, in any sector of the University.

SUPPORT STAFF

The policies and regulations of the University concerning hiring, remuneration and promotion are applicable to all support staff members, regardless of their sex. We also

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take particular care to conform scrupulously to the Equal Employment Opportunity Act of the Province of Ontario when advertising positions.

VII.2 DO YOU HAVE A POLICY ON EQUAL OPPORTUNITY FOR WOMEN IN ADMISSIONS TO ALL PROGRAMS?

With one exception, Faculties and Schools do not consider sex as a criterion for admission. The School of Physical Education and Recreation has, in the past years, deliberately favored female applicants, with the result that the male/female ratio, which stood at 8/1 a few years ago, is now 3/2. The aim of the School is to achieve a 1/1 ratio.

VIII STUDENT SUPPORT - L'ASSISTANCE FINANCIERE AUX ETUDIANTS

VIII.1 WHAT EFFECT HAS THE NEW STUDENT AWARD PLAN HAD?
CAN YOU SUGGEST FURTHER REVISIONS TO OSAP?

An excellent publicity campaign outlining numerous improvements will no doubt result in a greater number of applications and more substantial government aid. In actual fact these improvements have corrected the frustrations brought about through the changes imposed in 1973-1974.

Students needing government assistance will definitely benefit from the regulation regarding higher exemptions for academic awards. Similarly, the increase in parental allowances will permit students from middle income families to avail themselves of the program. Although the publicity concerning aid for married students was somewhat misleading, this regulation will be of great help to those in this category.

The increase in weekly allowances is a much needed improvement: but is it enough? The independence option is a much-needed solution in many difficult cases but unfortunately this area was misunderstood by numerous students.

We deplore two recent decisions in these areas: (1) in the case of bursaries for second language study, the University of Ottawa was not recognized as a French institution; (2) French-speaking Ontarians in Ottawa area are disadvantaged by the fact that our University was not selected as a pilot institution in the establishment of the Ministry's experimental loan-grant program. For the Committee's information, we reproduce on pages 59a-c recent correspondence on this matter.

A. Programme d'aide financière de l'Ontario

Le Régime d'aide financière aux étudiants de l'Ontario (RAFEO) a subi divers changements pour l'année 1973-74, de sorte qu'il semble qu'un plus grand nombre d'étudiants bénéficiera d'une aide supérieure à celle de l'année 1972-1973.

Il faut noter que non seulement un élargissement des critères d'évaluation, mais encore une excellente campagne de publicité expliquent l'augmentation du nombre de demandes. Cette année les étudiants étaient beaucoup plus informés sur l'existence et la nature du programme.

La majoration de la partie prêt de \$600.00 à \$800.00 pour 1972-73 avait repoussé les étudiants particulièrement conscients de l'endettement étudiant. Les améliorations apportées pour 1973-74 ont corrigé adéquatement cette anomalie. Les résultats se répercuteront sans doute dans la quantité d'argent que recevront plusieurs étudiants.

1. Majoration de l'exemption pour les bourses au mérite:

L'exemption pour les bourses au mérite est passée de \$150.00 à la totalité des frais de scolarité. Ce changement permet à l'étudiant dans le besoin financier de recevoir une bourse au mérite sans

...

que cela affecte l'aide gouvernementale. Un des facteurs de ségrégation à l'égard des étudiants dans le besoin est de ce fait à peu près disparu. Il subsiste toutefois la difficulté apportée par les cas où la dite bourse est accordée en vue des frais de scolarité, tel que c'est le cas pour les bourses de l'Université d'Ottawa. Tout montant accordé à l'étudiant au compte de ses frais de scolarité réduit d'autant ses dépenses et de ce fait le besoin d'aide gouvernementale. L'Université devra changer sa politique ou encore l'amendement devra être apporté à RAFEO.

2. Déductions aux revenus des parents:

Cette amélioration prime sur toutes les autres en ce qu'elle touche au but principal du RAFEO.

Grâce à celle-ci les familles à revenus moyens peuvent maintenant bénéficier du Régime. Les personnes à revenus faibles jouissent d'une aide intéressante; les personnes à revenus élevés n'ont pas besoin de l'aide gouvernementale. Comme dans le cas de l'impôt, les personnes à revenus moyens sont trop riches pour bénéficier du Régime et généralement trop peu fortunées pour devoir l'ignorer. L'attribution d'une déduction de \$4,000.00 (\$1,800.00 en 1972-73) accorde enfin une chance à

la classe des revenus moyens de recevoir une aide.
Excellente transformation.

3. Augmentation de l'aide aux étudiants mariés:

La publicité sur ce changement a faussé les réactions des étudiants mariés en ce qu'ils s'attendaient à une augmentation imposante de l'aide gouvernementale. Bien entendu ce changement apporte beaucoup en termes de déductions au niveau des revenus, mais en terme d'aide le changement est dans plusieurs cas négligeable. Le secteur des étudiants mariés requiert éminemment une étude approfondie et un assouplissement des critères d'évaluation.

4. Majoration des menues dépenses hebdomadaires;

Augmenter les menues dépenses de \$9.00 à \$9.80 constitue sans aucun doute une excellente amélioration. Toutefois, il est fort douteux que le maximum ait été atteint. Là encore une enquête sérieuse permettrait de découvrir que les menues dépenses s'élèvent généralement à plus que \$9.80 par semaine.

5. Option du statut d'indépendance:

Cette question a soulevé énormément de confusion

chez les étudiants. La majorité d'entre eux désirent être (et souvent sont) indépendants de leurs parents. Plusieurs n'ont toutefois pas compris qu'il leur serait peut-être plus avantageux de conserver la dépendance et demeurer éligibles pour la partie bourse.

6. Programmes pour les étudiants à temps partiel:

Il faut malheureusement avouer que le programme de prêts à ces étudiants constitue un fiasco monumental. Sans aucune consultation des officiers d'aide financière, le programme a été préparé à la hâte, présenté à la dernière minute et sans plus d'explications. Plusieurs facteurs compliquent considérablement la tâche des responsables au niveau des institutions d'une part et découragent la participation étudiante d'autre part.

Il convient d'autre part d'ajouter que le programme expérimental de prêt-bourse pour les étudiants à temps partiel a défavorisé les francophones d'Ottawa puisque l'Université Carleton a été choisie dans la région. (Voir la correspondance échangée à ce sujet aux pages 59a-c.)

7. Bourses d'études dans une langue seconde:

Plusieurs de ces programmes apportent une aide appréciable aux étudiants. Toutefois, pour le programme

de bourses d'études dans une langue seconde pour les étudiants inscrits à temps plein une anomalie flagrante s'est glissée dans les critères d'éligibilité: on a rejeté de façon catégorique le fait français, et par conséquent le bilinguisme, à l'Université d'Ottawa. En effet, seules les universités du Québec sont reconnues comme francophones par le programme. Ainsi un étudiant ontarien de langue anglaise qui étudie en français à l'Université d'Ottawa n'est pas éligible.

...

UNIVERSITÉ D'OTTAWA

550, RUE CUMBERLAND



OTTAWA 2, CANADA

CABINET DU RECTEUR

UNIVERSITY OF OTTAWA

550 CUMBERLAND STREET

OFFICE OF THE RECTOR

September 21, 1973

The Honorable Jack Mc Nie,
 Minister of Colleges and Universities,
 Queen's Park,
 TORONTO, Ontario.

Dear Mr. Mc Nie,

As your Deputy may have told you, I have been subjected to a barrage of questions from our part-time students and from the media (particularly French-speaking radio, TV., Press).

C O P Y I thought I should inform you of the position I have taken publicly.

C O P Y

1. I support complete the establishment of a bursary program for part-time students in Ontario.
2. I support a pilot project ---although I would have preferred a study on the basis of existing files or a survey to try to estimate what such a program could cost. I realize this is a difficult problem to solve.
3. I support that at least one institution in our region be included in the pilot project.
4. I am very much concerned that there does not seem to have been consultation outside the Ministry. The President of Carleton University tells me that he was informed by phone on the day before the announcement was made.
5. I am also concerned at the fact that the criteria chosen for the selection, as mentioned in the Ministry's own news announcement, could have applied to any of the institutions in the area: Algonquin, Carleton or Ottawa. Surely the first and second: past encouragement of part-time studies and geographic location.

6. My main and fundamental disappointment can be related to the third criterion "economic and cultural diversity". I assume that this would in a way have been meant to include the French-speaking students who happen to qualify as belonging to a different culture as well as to "lower-income" groups.

When I read the list of the institutions chosen, I find that it is very hard to identify anywhere a part-time French-speaking student could register in a range of courses given in French. Eastern Ontario has a substantial French-speaking population and two post-secondary bilingual institutions. At least Algonquin could and should have been chosen in this regard because it is to all intents and purposes the only bilingual college in the Province. If we had been chosen, students in Cornwall, Pembroke, Hawkesbury would also have been eligible.

Let me clearly state that I have no axe to grind against Carleton. But I must point out that the number of courses given in French at Carleton is definitely not very high. If the pilot project should be extended next year, I am very concerned at the possibility of it constituting a deterrent to students against registering at the University of Ottawa and of it having an unfair "steering" effect, which would be against Government and University policy.

I do not have to tell you that I would have been most happy if the part-time students of the University of Ottawa had been included in the pilot project. So would all the colleges and universities which have not been chosen! I felt, however, that the case had to be made for the French-speaking Ontarians in particular and also for the steering effect of such a program if applied selectively in one region.

Hoping that this will be accepted in the spirit of positive co-operation in which it has been written, I am,

Yours sincerely,

Roger Guindon, O.M.I.,
Rector.

c.c.: J.G. Parr
L. Isabelle
M. Oliver
R. Gerstein
J. Macdonald



59c

Office of the
Minister

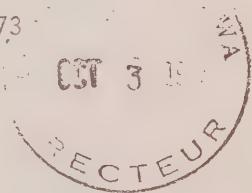
Ministry of
Colleges and
Universities

416/965-7625

Mowat Block
Queen's Park
Toronto Ontario

September 28, 1973

CST 3 1973



Dr. Roger Guindon, O.M.I.,
Rector,
University of Ottawa,
550 Cumberland Street,
Ottawa, Ontario. K1N 6N5

Dear Dr. Guindon:

Thank you for your note of September 21st in connection with the establishment of a bursary program for part-time students.

I appreciate and understand the concerns you have mentioned in connection with the program, and I want you to know that the choice of the institutions involved in the pilot project was a difficult one: it was one of those cases where we would be open to some criticism, no matter which course we took in making the actual decision.

Having said this, however, I do feel that your comment on French-speaking students is valid, and a point which may be well worth considering if we are faced with a decision to continue the pilot program next year. If we decide to extend the program throughout the Province, the concerns you expressed about the choice will disappear; if we do not, then we will certainly consider the points you have made at that time.

I am sorry I can't be more helpful, and I hope that you in turn appreciate the difficulties in undertaking a selective program such as this. In any case, I do appreciate your comments.

Yours sincerely,

Jack McMeekin,
Minister.

cc: Mr. G. L. Clark
Mr. G. L. Clark
Mr. G. L. Clark
Mr. G. L. Clark
Mr. G. L. Clark

VIII.2 WHAT IS YOUR POLICY ON ENTRANCE SCHOLARSHIPS?

L'Université d'Ottawa offre à ses nouveaux étudiants deux sortes de bourses d'excellence:

- a) Les Bourses d'admission aux facultés pour les nouveaux étudiants au niveau des Etudes supérieures; les autorités des facultés intéressées sont seules juges quant au choix des étudiants et quant au montant de ces bourses.
- b) Les Bourses d'admission de l'Université d'Ottawa qui sont attribuées aux 44 meilleurs finissants des écoles secondaires qui veulent poursuivre leurs études à l'Université.

Ces deux programmes ainsi que celui des Bourses au mérite feront l'objet d'une politique revisée dès 1974-75.

A. Faculty Entrance Scholarships

Faculty Entrance Scholarships were established and are intended to attract exceptional students, preferably from outside this university environment, into programmes offered by the participating graduate/professional faculties. These scholarships also provide a certain amount of financial consolation to students registered in faculties not benefiting from Ontario Graduate Fellowship Scheme.

B. University Admission Scholarships

University Admission Scholarships, by definition, are intended to attract superior secondary school students, who, in all probability, will maintain academic excellence in degree programs at the undergraduate level.

The scholarships are of \$500.00 each, renewable for four (4) years providing that the recipient has maintained good standing from one year to the next.

Candidates to First Year are arranged in order of their secondary school marks on a list prepared by the Admissions Office during the summer months. The Admission Scholarship Committee then starts from the top of the list, and awards \$500. to the first 44 applicants. In 1972-73 for instance, the top entrance marks ranged from 99% to 86% minimum.

The recipient must use this money to pay his tuition fees and any change in full-time status brings about an automatic cancellation of the award.

C. Comments

These two entrance scholarship schemes and a third scheme, University Merit Awards, have been the subject of a recent examination. It was felt that the policies should be fused into one. On numerous occasions conflicts arose between the schemes on one hand, and on the other some faculties and students were neglected in many instances.

A particular problem attracted our attention. All students who have asked for government aid, and receive as well one of the scholarships, had their tuition fees eliminated from their educational costs and the government aid reduced.

The revisions to O.S.A.P. eliminate some of the difficulties associated with these plans. Nevertheless the plans are currently under review and a new policy will be developed for 1974-75.

SECTION 2: OF BUILDINGS AND DOLLARS

2ième PARTIE: LES RESSOURCES PHYSIQUES
ET FINANCIERES

IX FINANCE-OPERATING - LES DEPENSES D'OPERATION

IX.1 WHAT IS YOUR POLICY CONCERNING INTERNAL BUDGET ALLOCATIONS?

L'Université distribue les revenus d'exploitation aux facultés, écoles et services sur la base des besoins de chacun. L'étude approfondie des besoins, et la répartition des ressources disponibles, s'étendent sur une période de neuf mois; les doyens et les directeurs de services participent activement au processus, de deux façons principales: ils préparent et défendent des propositions, et participent à la recherche d'économies possibles si la somme des dépenses projetées dépasse les revenus anticipés. Le Comité mixte du Bureau des Gouverneurs et du Sénat recommande ensuite, au Comité des finances du Bureau, un ordre de priorités; suit la préparation d'un premier budget préliminaire.

It is the policy of the University of Ottawa to effect an internal distribution of operating income to Faculties, Schools and Services on the basis of the considered needs of each to fulfill its prescribed role. In this process, no weight is given to the proposition that the present operating grants formula may be considered a guide to steer the internal distribution of the University revenue.

The planning and resolution of operating budget allocations for each fiscal period are developed within a nine-month timetable embracing a sequence of actions along the following lines:

...

- (1) A call for information on academic programs —new, expanded, discontinued— together with associated staff and space implications for teaching and support staff within Faculties and Schools;
- (2) A call for information on academic and administrative support services —new, expanded, discontinued— together with associated staff and space implications;
- (3) Study of academic proposals by the Academic Planning Committee of the Senate;
- (4) Study of service support proposals by the Administrative Committee;
- (5) Verification of estimated cost of current operations, and a concurrent estimation of costs on the basis of no changes in the forthcoming fiscal period (annualization of budget);
- (6) At this stage, a study will be made by an Academic Budget Review Committee (when activated) of total allocations and the formulation of recommended changes considered necessary or desirable;
- (7) Determination of estimated income for the forthcoming year —introduction of slip-year financing has made this process more meaningful;

...

(8) Initiation of discussions and research concerning salary increases:

- a. between the Joint Committee of the Board and Senate and the Association of Professors of the University of Ottawa relative to teaching staff, and
- b. between the Joint Committee of the Board and the Senate and the Support Personnel Committee of the Board relative to support staff.

(9) Periodic meetings with Deans to examine progress of the current year financial situation in each Faculty and School, and to determine the requirement in non-salary areas for the forthcoming year;

(10) A consolidation to determine an overall income and expense position.

If a deficit position results from this consolidation, further discussions are held with Deans and Directors to establish where further savings could be made. The Joint Committee of the Board and the Senate recommends spending priorities to the Budget and Finance Committee of the Board, and a proposed operating budget is drawn up.

Every attempt is made to provide levels of salary increases consistent with that in other universities and keep pace with

wage and salary adjustments in the public and private sectors.

It will be apparent from the foregoing that this University allocates operating funds according to the considered needs of each Faculty, School and Service; no attempt is made to deliberately relate the internal allocation to income generated by the B.I.U. count, despite the fact that the design of formula financing may create a feeling that such should be the case.

We are fully aware that all sectors, including the universities, are entering a period when resources are becoming scarcer, and it is of prime importance to exercise stringent control over all resources in future years.

In this regard, plans are underway to develop an information data base whereby this University will be able to simulate various conditions and produce operating budgets, having a variety of options, for longer term budgetary period, e.g. up to three to five years hence. In this way, we feel that our scarce resources will be put to the best possible use in carrying out our mandate.

We are endeavouring to do this without creating systems which in themselves may be found questionable on a cost-benefit analysis.

...

IX.2 IS SLIP-YEAR FINANCING A SIGNIFICANT AID TO PLANNING?

ARE ANY ADJUSTMENTS RELATED TO SLIP-YEAR NECESSARY?

La mise en vigueur du régime de financement basé sur les inscriptions de l'année précédente a beaucoup aidé l'Université à mieux préparer ses budgets annuels. Toutefois, deux difficultés subsistent: il nous serait fort utile de connaître plus tôt la valeur définitive de la subvention unitaire de base (BIU) de même que le montant des subventions spéciales. Ces renseignements nous parviennent si tard que nous continuons à éprouver des difficultés.

As we indicated in last year's brief, the situation prior to slip-year financing created very considerable difficulty for this University since we could not determine our operating income with any degree of accuracy until some six months after the beginning of the fiscal period for which the income was being provided.

The introduction of slip-year financing has assisted the University significantly in fiscal planning of the year immediately ahead. However, notwithstanding this benefit, the new system cannot be considered to be satisfactory until a firm announcement of the B.I.U. value for the forthcoming year can be made well in advance of the fiscal year to which it relates.

...

Also, in 1973-74, the University was not made aware of its extra-formula support (grants for bilingualism and certain programs in Education) until the Provincial Government budget was struck in April 1973. These amounts of funds were of such significant consequence as to render questionable our calculations of income for budget planning purposes. It is assumed, however, that this undesirable feature will be eliminated for 1974-75 and future years.

Because of these complications, the University was not able to make firm allocations of resources to Faculties, Schools and Services at a sufficiently early date; consequently, fiscal planning at the Faculty, School and Service level continues to present difficulties.

X.3 WHAT IS YOUR CURRENT ATTITUDE TO THE PRESENT SYSTEM OF FORMULA FINANCING?

L'Université est entièrement d'accord avec le régime actuel de subventions statutaires, déterminées par l'application d'une formule. Nous soumettons cependant qu'une telle formule ne peut ni ne doit incorporer toutes les situations spéciales, ni se substituer, pour ce qui est de la répartition des crédits entre les unités composantes de l'Université, à une étude approfondie des besoins de chacune.

Nous croyons cependant que la formule actuelle devrait être revisée: elle nous semble comporter trop de catégories. Par contre, nous ne croyons pas qu'une formule revisée doive prévoir tous les cas d'urgence et toutes les situations spéciales: ces problèmes se régleront mieux par des mesures ad hoc.

In general, this University is fully in favour of the system of formula financing now in effect, in view of its obvious and stated advantages. We realize that the formula cannot, and in our opinion should not, attempt to deal with all of the special situations encountered. Additionally, we do not hold the view that one of its functions is to steer the internal distribution of revenue. As we indicated in our response to Item 1, the internal distribution of resources at this University is based solely on the considered needs of each Faculty, School and Service.

We acknowledge, however, that the formula arrangement may give rise to internal pressures in this regard. While we consider this to be a matter to be resolved by each institution, a formula with fewer weights would presumably lessen such pressures. Hence we would be in favour of simplifying the present formula by having fewer categories and a narrowing of the weighting structure.

The problems of the present formula seem then to be centered, in the main, about those universities not yet fully established, or those universities not having a formula - viable mix of students.

All universities experience some degree of difficulty in a time of a levelling off or reduction in student numbers. While the slip-year plan of financing gives a university one year in which to adjust, certain fixed expenses created by tenure, existing physical plant, salary pressures, maintenance costs, etc., encumber costs which cannot be adjusted immediately proportionate to the reduced income generated. The vehicle to compensate for this situation, for the system as a whole, is in our opinion the value attached to the B.I.U.

In the case of individual universities which encounter severe decreases in enrolment, special compensating grants should, in our opinion, be considered to meet this special condition. We see nothing wrong in making this type of special arrangement.

In fact, we would be in favour of special grants for such purposes rather than see the costs absorbed in a type of "patchwork" formula revision. In this regard, we have some concern that the formula may be adjusted to take into its base the majority of compensating or "bale-out" grants.

We acknowledge the work done by various groups in attempting to resolve this problem, in particular the work of the C.U.A./C.O.U. Joint Subcommittee on Operating Finance, and urge that study and research in this area continue. We do have concern, however, with regard to the equalizing proposal inherent in the recent C.U.A./C.O.U. study which is intended to be an improvement on the present formula.

In the above proposal there is the introduction of compensatory grants at the beginning, the use of a revised weighting scheme on incremental enrolment only, and a "sharing of the wealth" to provide a guaranteed level of income, i.e. to subsidize those universities having a negative enrolment growth. Thus, in this attempt to revise the formula to satisfy differing requirements for support, it is not clear that there has in fact been an improvement over the present system. Any compensatory adjustments are obscured by their inclusion in the base upon which formula grants are subsequently established. Notwithstanding such adjustments, the proposed revision suggests that further adjustments are necessary to provide a guaranteed minimum level of support.

As stated earlier, we are in favour of a revision that would provide fewer weighting categories. We are of the opinion that adjustments for emergence and for certain other special situations are best kept outside the formula. In this way, special situations are not clouded, and decisions may be reached on the merits of each case with full knowledge of the financial or other consequences.

IX.4 CAN YOU SUGGEST A METHOD FOR ARRIVING AT THE BIU VALUE FOR 1975-76?

WHAT BIU VALUE DOES YOUR METHOD YIELD?

Vu l'évolution récente des inscriptions, il est plus que jamais indispensable d'ajuster la subvention unitaire de base (B.I.U.) très exactement au niveau des dépenses que les universités doivent consentir.

A cause des pressions qui s'exercent sur les universités, tant au plan des augmentations de traitement à consentir qu'à celui de la hausse du coût des biens et des services, une augmentation de 5%, telle que proposée, de la subvention unitaire ne permettra pas aux universités de faire face à leurs obligations si les inscriptions demeurent stables ou diminuent; c'est une augmentation de 8% qui serait nécessaire: la subvention unitaire devrait donc être établie à \$1970 en 1974-75 et, à moins que la tendance inflationniste actuelle ne soit enrayer d'ici là, à \$2,125 en 1975-76.

In the present climate of a general reduction in rate of increase, a levelling off, or perhaps a decline in student enrolment, it is now more critical than ever that an increase in the B.I.U. value be much more closely tied to the increased costs to the universities resulting from the various inflationary factors affecting all segments of society.

This situation becomes evident from only a cursory examination of the rise in the consumer price index of 7.3% for the period May 1972 to May 1973 (which has risen to 8.3% as of August 1973),

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and an increase of 8.2% in the price index of government current expenditures on goods and services in the same period, as provided in the Canadian Statistical Review. These data reflect the impact of wage and salary settlements, which have now reached an average national rate of 8% increase in the twelve months up to August 1973. If an annual inflation factor of only 5% is incorporated in the B.I.U. formula and enrolment remains static or declines, the financial predicament of all universities will become intolerable. In this event, the B.I.U. value must maintain an annual index increase at least equivalent to the rise in consumer price index and government expenditures index to maintain equilibrium.

It is reasonable to assume that all universities have accepted the challenge in prior years to economize, and have in fact made substantial economies in their operations. We may therefore assume further that the base from which a university prepares its current expenditure budget is reasonably satisfactory. Notwithstanding that certain economies may still be possible and desirable, it is evident from the most recent cost increases reported by Statistics Canada that universities will not be able to operate satisfactorily on a 5% increase in the B.I.U. value for 1974-75, if enrolments remain static or decline.

Pressures for salary increases in line with those paid locally in the public and private sectors, coupled with rising costs of goods and services in all areas of the economy, indicate

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that a figure substantially in excess of 5% would be required unless significant increases in enrolment are experienced this year. From statistical information presently available, it would appear that the increase would need to be in the order of 8%. It is noted that the Ministry of Health and the Ministry of Education have recently announced budgetary increases of approximately this magnitude for hospitals and local school boards respectively.

If one uses this rationale, a B.I.U. value in 1974-75 of approximately \$1,970 would be required and, if we discount the possibility of a national price and income freeze and project at the same rate for 1975-76, a B.I.U. value of about \$2,125 would be required.

X FINANCE-CAPITAL - LES INVESTISSEMENTS

X.1

HOW SHOULD CYCLICAL RENEWAL BE GENERATED?

Les rénovations périodiques ont fait l'objet de nombreuses discussions et études par l'"O.A.P.P.A." et plusieurs autres comités. L'allocation pour les rénovations périodiques consiste présentement en une somme correspondant à 1% de l'allocation accordée suivant l'inventaire de la propriété, multiplié par \$55/"NASF", et de 1% du roulement de fonds cumulatif au cours d'une année.

Les administrateurs des terrains et bâtiments sont d'accord pour déclarer que l'allocation actuelle est grandement insuffisante en regard de l'étendue des travaux à exécuter.

Pour l'étude de ce problème, en l'absence de définitions officielles pour les rénovations périodiques, nous avons adopté la définition proposée par le groupe d'étude du Comité du financement des investissements de l'"O.A.P.P.A.", et nous y avons ajouté des précisions et des modèles de certains facteurs de coût en rapport avec l'expérience de l'Université.

Nous sommes d'avis qu'un montant réaliste applicable aux rénovations périodiques (excluant l'amortissement du placement initial de capitaux) se situerait autour de 2% à 2.25% de l'allocation accordée suivant l'inventaire de la propriété, dans une année donnée, multiplié par \$55/"NASF"; ce montant devrait être révisé périodiquement et réajusté en fonction de l'inflation.

Pour le calcul de cette allocation en 1973-1974, le Ministère s'est basé sur l'inventaire de la propriété utilisé en 1971. Étant donné le moratoire décrété l'année dernière et la courbe

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instable des inscriptions, ce critère n'est plus valable. En conséquence, toute formule de financement des rénovations périodiques doit être établie en rapport avec l'inventaire de la propriété actuelle, la superficie brute étant exprimée en pieds carrés. Ainsi, l'allocation représenterait entre 1.25% et 1.5% du nombre brut de pieds carrés multiplié par le coût unitaire de base annuel.

A. Background

The cyclical renewal allowance was introduced by the Ministry of Colleges and Universities in 1971-72 as an addition to the Interim Formula for Capital Grants, with the following provisos:

- a) Alteration projects are now considered to be formula projects and the University is free, within its entitlement, to choose to renovate, alter or build anew.
- b) This additional allowance to the formula inserts an amount each year into the total cumulative entitlement to cover the cost of alteration and allow for depreciation, obsolescence and eventual replacement.
- c) The cyclical renewal allowance is generated as a sum of 1% of allocation inventory for the year 1973-74 times \$55/NASF and 1% of cumulative cash flow for a given year.

In February 1972, in answer to questions posed by the Ontario Association of Physical Plant and Planning Administrators (OAPPPA), a verbal clarification was offered by the Ministry as follows:

"It was not expected, at this time, that the Cyclical Renewal Grant would cover the total cost of replacing a building. It was assumed that the age-quality discount would generate funds that would allow for the upgrading (or replacement) of older structures, so that by 1974-75, the plant at each university would be acceptable in terms of its condition and usefulness. It is intended that the Cyclical Renewal Funds will be used to maintain the plant at an acceptable level of usefulness, i.e. through alterations, renovations and major replacements. It is possible, however, that the Cyclical Renewal Grant might be increased so that it would cover the total replacement of an obsolete building".

Cyclical renewal has been the subject of many discussions and studies by the OAPPPA and various other committees. It is a concensus of opinion of the Physical Plant administrators that the present allowance of 1% is far from being sufficient to cover the scope of works falling under cyclical renewal.

B. Definitions

In view of the absence of an official definition of cyclical renewal by the Ministry, this paper adopts the definition proposed by the Task Force of the Committee on Capital

Financing and OAPPPA which reads as follows:

- 1) "The cyclical renewal allowance should provide funds adequate to cover all costs related to the provision of physical facilities except the following:
 - a) new facilities made necessary by increased overall enrolment of the University (when justifiable under the present financing formula);
 - b) site acquisition and other costs presently covered by the non-formula portion of the Interim Formula;
 - c) normal maintenance, including minor repairs."
- 2) A more precise definition of the cost elements should include the following items:
 - a) major repairs to and replacement of building sub-systems or elements such as interior finishes, roof, lighting, etc., made necessary by normal use and deterioration;
 - b) alterations or remodelling made necessary by changes in occupancy, use, methodology or technology, including upgrading of lighting levels, air conditioning;

...

- c) alterations or remodelling made necessary by changing code requirements such as those covering safety, fire, animal care, disposal of garbage (organic and radio-active);
- d) replacement of major non-building equipment such as audio-visual equipment and instructional equipment in scientific and other special purpose laboratories or spaces;
- e) replacement of furniture.

3) "Maintenance cost consists of all work and material expenditures related to the physical plant daily operations, including minor (i.e. normal recurring) repairs necessary to maintain the designed life expectancy of the elements involved."

The "minor repairs" could be determined also by a ceiling of expenditures for a single element; for example, not to exceed \$15,000.

It may be worthwhile to point out that the University of Ottawa has some five or six years of experience in budgeting for minor repairs (which we call refurbishing) and according to this experience the costs involved are currently estimated at 25¢ to 30¢ per square foot of

gross area, or if related to the NASF about 50¢ per square foot.

It should also be noted that replacement of buildings that have outlived their usefulness is not considered to be an item for inclusion in the cyclical renewal allowance. This item alone (if meant to amortize the original capital investment) would probably require an allowance of about 1.5% payable to the University from year one of the occupancy of each respective building.

C. Generation of Cyclical Renewal

With reference to the definition given in paragraph B (2) above, items a and e could be classified as "true" cyclical renewal and thus they can be programmed and formularized with some degree of accuracy. In our opinion, the costs involved under these headings represent about 0.75% if related to the NASF (original investment, adjusted yearly in accordance with StatCan index on construction costs).

To illustrate the above statement, the following is submitted:

1. Our Physical Plant Services reports for the year 1972-73 an expenditure of nearly \$300,000 for

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renovations and major repairs for the gross area of about 2,770,000 square feet.; this represents a cost of 10.8 cents per square foot gross or approximately 15 cents per NASF. Because of the moratorium imposed in 1972 on capital renovation grants, a number of planned alterations were necessarily deferred to future years.

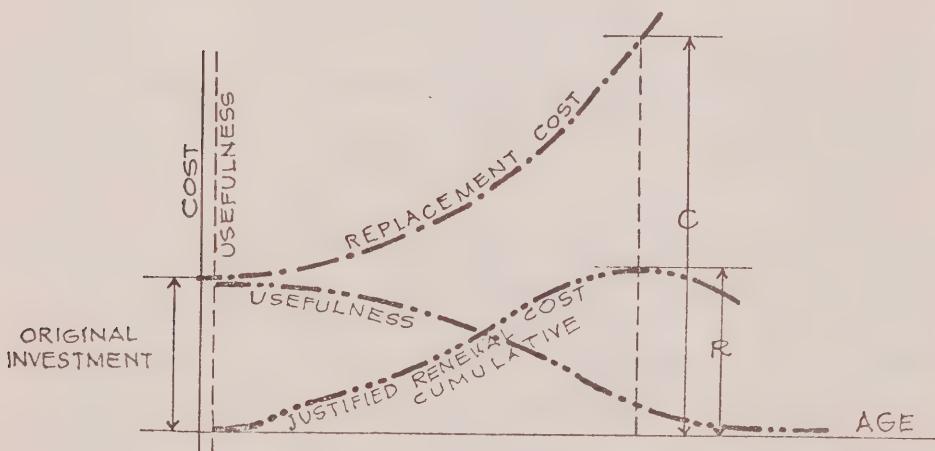
2. The furniture and furnishings for a new building amount to about 5% of the average project cost; the life span of these elements seldom exceeds ten years. Therefore, the cyclical replacement would represent a cost of about 0.5 of one percent (when related to the NASF) or about 25 cents per square foot.
3. The sum of costs shown in 1. and 2. above equals 15¢ and 40¢/NASF which is slightly more than 0.75 of one percent of the \$55/NASF cost as per the Interim Formula.

With reference to the definition given in paragraph B (2) above, items b, c and d, the scope of work involved and the pertinent costs are much more difficult (if not impossible) to predict; therefore, should an attempt be made to systematize this problem under some formula, such formula would have to be reviewed fairly frequently. However, it is our

...

understanding that the Ministry intends to maintain the formula approach to the financing of renovations and alterations not only for sake of administrative expediency but also in order to create a just and uniform basis for analysis of the requests of all universities.

We feel that any formula should take into consideration such elements as building age, replacement cost, and usefulness in order to arrive at the justifiable renewal cost for any given project. An attempt has been made to illustrate this approach in the form of a graph as shown below:



Justified renewal cost should be calculated as a resultant of replacement cost and usefulness. Maximum justified renewal cost could be established as a ratio of $\frac{R}{C}$.

Naturally, the ceiling for the justifiable renewal cost will rise in proportion to the increase of the replacement cost or the decrease in usefulness of the building.

It should be noted that the approach outlined above would require a building-by-building analysis of the existing inventory. Even at that, both factors (escalation costs and obsolescence) are difficult to determine and compare. If on the other hand a more general approach (i.e. related to the campus as a whole rather than to individual buildings) was favoured the unit cost of renovations and alterations can be proposed only as a "guess-estimate" figure based partly on previous experience.

In our case, this figure would be between 1.25 and 1.5 of one percent (related to NASF).

For example, in the year 1971-72 we have spent over \$1,400,000 on renovations, alterations and major repairs, while in the current year 1973-1974, when we will reach about 1,350,000 NASF, the subsidy based upon 1.5% total NASF x \$55 would be in the order of \$1,100,000. In the current year our Planning and Construction Service has received during the four-month period of May 1 to September 1 requests for alterations in excess of \$300,000.

...

D. Recommendations

In summary, we feel that a realistic figure for cyclical renewal (excluding the amortization of the original capital investment) would be in the neighbourhood of 2.0% to 2.25% of the space inventory allocation for the given year times \$55/NASF, to be reviewed periodically and adjusted to compensate for inflation.

In this regard, it should be noted that the inventory for the year 1973-74 was used in 1971 by the Ministry as a basis for the calculation of this allowance (the same year as was used in calculating the formula entitlement). In view of last year's moratorium and in view of the changing enrolment profile, the above assumption may be not quite valid at this date. Therefore, it is the opinion of this University that any formula for financing of cyclical renewal would be more realistic and practical if related to actual (current) space inventory as expressed in square feet of gross area. In this case it would amount to an allowance of 1.25% to 1.5% of the gross square feet times the basic unit cost per annum.

For ease of reference, the basis of the present cyclical renewal allowance is compared with the proposed revisions

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to this basis, as shown hereunder:

a) Present Basis

Generated as a sum of 1% of space inventory allocation for 1973-74 times \$55/NASF and 1% of cumulative cash flow for a given year.

b) Proposed Basis

Generated as a sum of 2.0% to 2.25% of space inventory allocation for a given year times \$55/NASF (to be adjusted periodically to compensate for inflation).

c) Alternative Proposal

An allowance of 1.25% to 1.5% of actual (current) space inventory expressed in square feet of gross area times the basic unit cost per annum.

Note :Excluding the amortization of the original capital investment in all three cases.

X.2

DO YOU FORESEE DIFFICULTIES IN ADJUSTING YOUR PHYSICAL PLANT TO CHANGING STUDENT PREFERENCES?

Plusieurs des disciplines où les dernières années ont été témoins d'accroissements importants des inscriptions sont de celles qui exigent l'usage de locaux spécialisés: laboratoires, ateliers, gymnases; l'exiguité de nos moyens financiers nous interdit de transformer à leur intention des locaux qui n'ont pas été conçus à ces fins dès la phase de la planification.

Nous observons aussi que les étudiants acceptent de moins en moins aisément d'occuper les chambres doubles de nos résidences; même les chambres simples ne répondent pas à leurs attentes; ils préféreraient partager avec quatre ou cinq amis une petite unité autonome: chambres, cuisine, pièce de séjour.

We have already experienced difficulties in adjusting our physical plant to shifting student preferences, and foresee more problems in the near future.

Reference is made to a previous section of this brief where the shifts observed in recent years are noted; it will be observed that the great majority of disciplines which have shown substantial increases are among those which require the use of specialized areas such as laboratories, gymnasia and workshops: Biology, Visual Arts,

...

Dietetics and Home Economics, Physical Education, Psychology.

On the other hand, some expected increases in registration have failed to materialize: Engineering is the sorest point in this content.

Therein lie our problems: we have experienced shortages in certain types of single-purpose areas, and surplusses in others. The very substantial costs of transforming an ordinary classroom into a laboratory, or a laboratory of a given kind into another kind, prevents us from applying direct straightforward solutions.

We have therefore attempted to devise and apply others, such as:

- a) allowing those activities which, within a Department, do not require special facilities to overflow into areas previously used by other occupants;
- b) making more intensive use of specialized areas;
- c) imposing registration ceilings in certain areas, particularly when our information is to the effect that the market situation justifies such a move.

No discussion of the physical repercussions of shifts in student preferences would be complete if we did not mention

a type of shift which has not been alluded to up to this point. We find it increasingly difficult to rent the double rooms in our residences: most students will prefer a single room if available. The fact that we do not have at present any vacancies in our double rooms is to be attributed only to the shortage of rooming facilities both on the campus and in the surrounding community.

Moreover, a single room is getting to be considered, by a growing proportion of students, as second best: their ideal would be small self-contained units (single bedrooms, kitchen and living-room) which could be collectively rented by five or six students.

Needless to say, we cannot at the moment foresee the day when we will have the means to adjust our residences to this type of shift in student preferences.

X.3

DO YOU HAVE A POLICY ON THE ALLOCATION OF SPACE AMONGST FACULTIES, DEPARTMENT, ADMINISTRATION, ETC.?

Nous avons visé, lors de la planification de nos édifices, à les rendre aussi polyvalents que possible, de façon à minimiser de très prévisibles problèmes de répartition des espaces. Aujourd'hui, nous appliquons de nouvelles mesures destinées à accroître l'efficacité de l'utilisation des installations, ce qui augmente d'autant notre capacité de satisfaire les besoins les plus urgents.

As far back as 1966, guidelines were established both for the planning of new space, and for the allocation of existing space. These two points will be considered separately.

I PLANNING OF NEW SPACE

We estimate that, at this step, a number of measures can be taken to minimize the allocation difficulties that, almost inevitably, are bound to arise in the future. We therefore established the following principles:

1. When the functional plan of a new building, drawn by a users'committee, was translated into space requirements, an effort was made to limit the total space to 85% of the area generated by the maximum

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number of students which the building was expected to serve; the remaining 15% constituted a bank for the planning of general purpose and administrative facilities.

2. No facility was to be considered as the property of the Faculty for which it was planned and built. Hence, each building was to contain a maximum proportion of multipurpose and/or easily convertible space.

These measures appear to have been effective: as stated in the previous section, our difficulties in adjusting to shifting registration levels have centered around highly specialized areas.

II ALLOCATION OF EXISTING SPACE

Thanks to the supplementary measures to be described now, we have managed to maximize the use of general-use areas and, therefore, to reduce allocation difficulties:

1. teaching areas are centrally scheduled;
2. the development of central pools of clerical workers is being encouraged;
3. course schedules cover a 13-hour day;

...

4. in examining requests for additional space, priorities have been established; teaching space appears at the very top of the list.

We wish to stress that our compliance with the Interim Capital Formula, in the planning principles stated above, does not imply that we are in complete agreement with its provisions; as a matter of fact, we were unable to adhere to it in planning some of our recent buildings, particularly in the case of our School of Physical Education and Recreation.

OFF-CAMPUS FACILITIES

L'Université doit débourser la somme d'environ \$200,000 par année pour les installations situées à l'extérieur du campus. En 1969-1970, une subvention réservée à l'aménagement temporaire a été obtenue par l'intermédiaire du Département des affaires universitaires. Le fonds pour l'aménagement temporaire a subséquemment été aboli et l'Université doit, depuis, absorber elle-même tous les frais à cette fin. Le quasi-moratoire pour les dépenses d'investissement nous a forcé à renouveler un bail d'importance pour une période additionnelle de cinq ans. L'Université aimerait qu'une attention particulière soit apportée à ce problème. Un autre contretemps qui résulte de ce gel réside dans la difficulté d'obtenir les commodités qui s'imposent pour aménager les étudiants à Cornwall. Nous proposons donc, à nouveau, de dégager ces fonds afin de permettre la construction ou l'achat d'installations décentes dans cette ville.

A special situation exists at this University concerning the rental of off-campus facilities which we wish, at this time, to bring to the attention of the Committee. The total cost of these rentals is approximately two hundred thousand dollars and, in our opinion, constitutes a substantial charge that does not have to be borne to the same degree by other Universities in the Province.

In 1969-1970 the Department of University Affairs recognized the general problem of temporary accomodation and provided

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this University with an "extra-formula" grant in the amount of \$200,000 from the "Temporary Accommodation Fund". Unfortunately, this fund was terminated in the following year and this special income was lost to the University. Since that time we have been obliged to absorb the rental charges from operating funds.

The total rental cost would have been considerably reduced in 1974 had it not been for the "near-moratorium" on the funding of capital "formula" projects. When the moratorium was announced the planned Faculty of Education Building project was ready to be tendered a second time. The University received a 'revised' tentative approval in September 1972 and final approval was expected within a relatively short time thereafter. The decision to delay the progress of this project necessitated the exercising of an option to renew the lease on the rented property on Kilborn Avenue for a further five-year period. The present annual rental for this facility is \$160,000 and this amount will escalate in each of the five years proportionate to the increase in the cost of living. The University is, therefore, committed to this substantial charge for a further five years and requests that special consideration be given to again providing the University with additional support to help to defray the operating cost involved.

An additional problem faces the University relative to off-campus facilities which also results from the capital funding moratorium. We are required to obtain suitable facilities in Cornwall, Pembroke, Hawkesbury and other off-campus locations where university programmes are conducted. In the instance of Cornwall considerable difficulty is being experienced in obtaining suitable buildings to rent. We may, therefore, have to consider either building a facility or purchasing an existing property to house our students in that location. It is, therefore, also requested that consideration be given to freeing capital funds for this purpose.

XI ECONOMIES - ECONOMIES

XI.1 IN EFFECTING ECONOMIES, WHAT HAVE BEEN YOUR PRIORITIES?

L'Université a réalisé des économies substantielles grâce aux mesures suivantes:

1. réduction des dépenses dans les postes budgétaires non reliés aux traitements;
2. élimination de postes vacants, tant du côté du personnel enseignant que du personnel de soutien;
3. modifications structurales entraînant une plus grande efficacité.

The University's first priority has been, and will continue to be, to fulfill its mandate by carrying out all of its programs most effectively within the financial resources at its disposal. The Board of Governors has been adamant that funds must be available to the University to meet its budgeted expenditures before approval to the budget is given. Within this framework a number of priority decisions have been taken to effect economies and to avoid an overall deficit position.

In this regard, the University has reduced expenditures in a number of non-salary areas, and has eliminated, in many

instances, unfilled positions, both academic and support, from the personnel establishment. Before any position so eliminated can be recreated or a new position established, the request is carefully considered on a priority needs basis and requires approval at the higher levels of authority at the University.

A review of the administrative and academic support organization structure led to priority decisions which resulted in the elimination of one Service and the merging of an essential nucleus into two related existing Services and the extensive reorganization of two other support areas. In these instances, while substantial staff economies were realized, it was found necessary, and possible, to relocate a number of the employees involved to other positions within the University.

At this point in time, we have been able to effect economies sufficient to remain within available financial resources without having had to resort to the elimination of positions already filled, other than as a result of attrition, as a matter of general policy. Concurrently, we have attempted to provide salary increases to continuing personnel commensurate with those provided in other universities and in the public and private sectors of the economy.

It will be appreciated that should financial resources made

available to the universities be constrained to the point that it becomes impossible, despite all reasonable efforts to effect economies, to maintain salary equilibrium with that offered for comparable positions in the public and private sectors, having regard to the operation and support of all required academic programs, the universities will be placed in an intolerable position. As a result of our recent studies, it is believed that very little room for manoeuvre remains at this University to effect further economies of a significant nature without seriously impairing our operations.

XI.2

WHAT HAS BEEN IN EACH OF THE LAST TWO ACADEMIC YEARS THE RESPECTIVE RATES OF ATTRITION (THROUGH RETIREMENT, TERMINATION OF CONTRACT, RESIGNATION, ETC.) OF TEACHERS, ADMINISTRATORS, TECHNICIANS, PHYSICAL PLANT EMPLOYEES, ETC.?

WHAT HAVE BEEN THE RATES OF REPLACEMENT IN EACH OF THESE CATEGORIES?

The number of teachers reported to Statistics Canada rose from 836 in the fall of 1971 to 877 in 1972 and 886 this year. This excludes a few types of teachers (e.g. M.P.T.) but includes teachers on leave.

The number of support staff positions dipped from 1213 in April 1972 to 1151 in April 1973; it has risen, since then, to 1211.

Nous regrettons ne pas être en mesure de fournir, exactement sous la forme demandée, une information complète sur notre roulement de personnel. La raison en est bien simple: au cours de la période qui intéresse le Comité, nous avons procédé à une refonte complète de notre système de paye; or, si le nouveau système fonctionne à la satisfaction de tous, le temps ne nous a pas encore permis de refaire tous les programmes d'extraction dont nous disposions auparavant; nous ne pouvons donc aisément établir taux de départ, taux de remplacements, etc.

...

I PERSONNEL ENSEIGNANT

A l'automne de 1971, nous rapportions 836 professeurs à Statistique-Canada; l'année suivante, le nombre s'élevait à 877 et, au 1er octobre de cette année, nous dénombrons 886 professeurs. (Dans les trois cas, nous avons dû nous conformer aux critères d'inclusion promulgués par l'agence nationale; au nombre de cette année, par exemple, on pourrait vouloir ajouter une quarantaine de "Major Part-Time" de la Faculté de Médecine, et une quinzaine de professeurs de langue, à l'emploi de l'Institut des langues vivantes, que nous classons parmi le personnel de soutien.)

Chaque année, un nombre important de professeurs jouissent de congés d'étude; l'an dernier, par exemple, nous avions une "force active" de 805, et 72 professeurs étaient en congé; cette année 80 professeurs poursuivent leur formation, et 806 sont à l'œuvre sur le campus.

II PERSONNEL DE SOUTIEN

A - 1971-1972

Au 1^{er} juillet 1971, l'Université comptait 1,201 postes de personnel de soutien. Le taux de roulement a été d'environ 18%, soit 215 cessations d'emploi. Pendant cette période, 227 membres du personnel de soutien ont été embauchés:

12 de plus que le nombre de départ.

B - 1972-1973

Le 1^{er} mai 1972, le nombre de postes se chiffrait à 1,213.

A l'automne, l'Université décida de "geler", et plus tard d'abolir, tous les postes qui étaient vacants ou qui le devenaient par mise à la retraite, fin de contrat ou démission.

Les seules exceptions permises exigèrent l'approbation du Bureau des Gouverneurs, ce qui permit à l'administration de contrôler efficacement les mouvements dans le personnel de soutien, et l'abolition d'un certain nombre de postes; cela obligea, d'autre part, les facultés, écoles et services à étudier leurs structures de soutien afin d'en augmenter la productivité et d'en diminuer les coûts.

Cette mesure a donné les résultats suivants:

| | |
|--------------------------|--------------------|
| Total des postes abolis: | 233 |
| Total des postes créés: | 171 |
| Différence totale: | 62 postes en moins |

Il y avait donc 1,151 postes de personnel de soutien le 30 avril 1973.

C - 1973-1974

Au 20 septembre 1973, les résultats sont les suivants:

| | |
|--------------------------|-------------------|
| Total des postes abolis: | 15 |
| Total des postes créés: | 75 |
| Différence totale: | 60 postes en plus |

Au 20 septembre 1973, l'Université comptait 1,211 postes de personnel de soutien, soit 2 de moins qu'au 1^{er} mai 1972.

XI.3 WHAT ECONOMIES HAVE BEEN EFFECTED IN THE LEVEL OF SERVICE OF PHYSICAL PLANT OPERATIONS?

Economies in the level of Physical Plant operations have been effected through:

1. *The award of housekeeping, painting and window type air conditioners maintenance contracts to outside firms.*
2. *The establishment of a Central Monitoring System.*
3. *The abolition of positions such as patrolman.*
4. *The acquisition of a snow melting machine.*
5. *The building up of a central communications room.*
6. *The conversion of some 130 properties to natural gaz.*
7. *The elaboration of a central typing pool and the use of magnetic card typewriters, complemented by PBX dictating equipment.*
8. *Computerization of preventive maintenance.*
9. *University-wide bulletin board program.*

Les mesures suivantes ont permis des économies notables:

A. Octroi de contrats pour l'entretien ménager, les travaux de peinture et l'entretien de climatiseurs.

L'Université réalise, grâce à cette mesure, une économie de 25 à 40%: diminution des inventaires, réduction des frais d'administration du personnel, etc.

B. Système central de contrôle de l'équipement mécanique

1. Réduction de la main d'œuvre et des frais d'entretien des édifices.
2. Réduction du nombre d'appels d'urgence.
3. Réduction des dépenses de combustible et d'électricité.

C. Sécurité - zonage

Grâce à la réduction du nombre de zones de quatre à trois, quatre postes ont été abolis.

D. Fondeuses à neige

L'installation de fondeuses à neige permet une économie d'au moins \$7,000.00 par an, en plus d'apporter des revenus grâce à la location de cet équipement à la municipalité.

E. Etablissement d'une centrale téléphonique pour la demande de travaux d'entretien

- a) Elimination de réquisitions écrites
- b) Elimination de la comptabilité détaillée par bâtiment
- c) Meilleure planification des travaux.

F. Conversion au gaz naturel de 130 propriétés

- 1. Réduction du coût du combustible
- 2. Elimination des dommages entraînés par une livraison lente ou tardive
- 3. Coûts d'entretien réduits
- 4. Economie administrative

G. Amélioration des procédés administratifs du Service des bâtiments et terrains

Grâce à l'installation du système PBX et à l'usage de machines à écrire automatisées, d'importantes économies ont pu être réalisées tout en améliorant l'efficacité du personnel.

H. Programme d'entretien préventif informatisé:

- 1. Réduction des frais d'entretien et élimination de

...

certains incidents coûteux causés par des défec-
tuosités de l'équipement.

2. Ralentissement de la détérioration de l'équipement.

3. Réduction du personnel d'entretien.

I. Tableaux d'affichage

Grâce à l'érection de tableaux d'affichage, une réduction des dommages à la surface des murs est à prévoir.

SECTION 3: MISCELLANEOUS

3ième PARTIE: SUJETS DIVERS

XII USE OF FACILITIES BY OUTSIDE AGENCIES -

DISPONIBILITE DE NOS LOCAUX POUR DES FINS
NON-UNIVERSITAIRES

XII.

TO WHAT EXTENT ARE YOUR FACILITIES AVAILABLE TO PERSONS AND ORGANIZATIONS NOT DIRECTLY ASSOCIATED WITH THE UNIVERSITY (E.G. COMMUNITY COLLEGES, COMMUNITY ORGANIZATIONS, PRIVATE INDIVIDUALS, CONVENTIONS. . .)?

Dans toute la mesure du possible, l'Université permet aux personnes et aux organismes de l'extérieur de faire usage de ses installations: réunions et conventions, participation aux activités culturelles organisées par l'Université, etc., sont autant d'occasions données au grand public d'utiliser les locaux de l'Université.

The University makes every effort to place its facilities at the disposal of worthwhile outside organizations when it does not require them for its own purposes.

We have had a policy on this question for a number of years; it provided for almost nominal location rates; that they were attractive is amply demonstrated by the list of outside organizations which made use of our facilities in a seven-month period beginning in January of this year:

Chinese Cultural Association of Ottawa

Eastern Swimming Association

Sky diving Club

Comptables généraux licenciés

Speed Reading Course

Les musées nationaux

Ottawa Nationals
Dustbane Enterprises
Community Development Program
Department of Supplies & Services
Nepean Parks & Recreation Department
Hungarian Society
Canadian Museum Association
Rotary Club
Dutch Alliance of Ontario Inc.
Photographers Association of Canada
Canadian Institute on International Affairs
Educanada
Sandy Hill Day Camp
Commission de la fonction publique
Canadian International Development Agency
Algonquin Wild Lands League
Canadian Association in Support of the Native Peoples
Cyclethon "Le Vieux Clocher"
Software Productions
Latvian Academic Society of Ottawa
Polish Society
Libano-Arab Canadian Association

Moreover, it should be noticed that the Board of Governors has recently liberalized the policy: essentially, the new policy provides that location rates are abolished, and that an agency which has been authorized to make use of a fa-

cility will be charged only the out-of-pocket costs: maintenance, security services, etc.

The above information does not give a full idea of the extent to which the community makes use of our buildings; attention should also be drawn, among other facts, to the renting of our residences for conventions during the summer, to the admission of the general public to cultural events organized by various Faculties, Departments and Students Services (concerts, lectures, film showings, art exhibitions, etc.), to the use made by non-University members of our Physical Education facilities, etc.

XIII . THE METANET COMPUTER NETWORK -
LE RESEAU D'ORDINATEURS METANET

XIII. WHAT ARE YOUR VIEWS ON THE PROPOSED METANET COMPUTER NETWORK?

L'Université a donné suite à l'étude de Monsieur Croil, expert-conseil en administration, et s'est montrée d'accord avec la plupart des propositions qu'elle contenait. Nous y avons apporté la suggestion que l'efficacité du "METANET" par rapport à son coût demeurait matière à réflexion. L'Université est d'avis qu'il serait nécessaire de partager les ressources d'informatique mais exprime toujours la réserve que les économies réalisées risquent d'être contrebalancées par des dépenses initiales et des frais d'opération élevés. Alors que les études se poursuivent par une équipe spéciale, l'Université propose que les réseaux locaux servent de laboratoires d'essai. Les réseaux locaux semblent avoir bien réussi en Ontario et en d'autres territoires et, bien qu'ils ne soient pas présentés comme une alternative au "METANET", ils pourraient peut-être servir de tremplin. L'Université est disposée à contribuer à l'étude en examinant la situation davantage et elle participerait volontiers à l'équipe spéciale qui étudie cette question.

Following a study of the METANET proposal by Mr. Croil, management consultant, the University replied to the effect that it was basically in agreement with his survey of the situation, but suggested that the cost-effectiveness of the proposal was a matter of concern.

...

At this point in time, the position of the University towards the METANET proposal is outlined as follows:

- A. It is agreed that there is a great need for sharing computer resources since this will broaden substantially the computing services available to all universities and may result in savings. The difficult financial period through which we are passing makes it essential that we explore all such possibilities.
- B. There are serious reservations whether the proposed network would actually produce savings to offset the high initial and operating costs. It is important that cost-effectiveness be carefully studied prior to implementation of the METANET concept.
- C. Questions of organization, centralization, surrender of autonomy concern the University as they do most of the other universities in the province and it is agreed that a task force should be created to look into these and other matters so that the decision on the METANET proposal not be deferred unduly and so that the network concept can be implemented with reasonable dispatch if the decision is to proceed. It is proposed that a firm target date be established for completion of the task force study.

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D. The initial design of the network, in the opinion of the University, should be quite modest and should use existing technology to the maximum extent possible.

E. It is suggested that local computer networks be encouraged and formed as soon as possible. These could provide a useful testing ground for the METANET concept and result in more realistic statistics on the economies likely to be realized by such a network. These local networks could, of course, eventually be integrated into METANET when and if that network comes into being. Such local networks have been very successful in other jurisdictions (e.g. the MERIT network in Michigan, the Stanford computer network, the Dartmouth network, and many others) in addition to those existing in Ontario. The University of Ottawa has recently entered into discussions with Carleton University and Queen's University concerning the formation of a local network. The initial reaction of all three universities was very favourable. It would seem that mutual self-interest, modest cost, and relatively low communication charges will make it possible to bring such local networks into being in a relatively short period of time. This is not being proposed as an alternative approach to METANET but rather as an interim solution and . . .

possible stepping-stone to an Ontario-wide network. In view of the probable economies that can be effected through local sharing of computer resources, Government should be persuaded to assist with meeting some of the rather modest overhead costs through special computer grants to universities participating in such ventures.

F. The University of Ottawa stands ready to assist with further investigation of the METANET concept and in particular to participate on the task force.

XIV UNIVERSITY LIBRARY COORDINATION -
LA COORDINATION ENTRE BIBLIOTHEQUES
UNIVERSITAIRES

XIV. WHAT ARE YOUR VIEWS ON UNIVERSITY LIBRARY COORDINATION?

L'Université d'Ottawa retire déjà, au plan des acquisitions et au plan du repérage des ouvrages disponibles, des avantages appréciables de la coordination que se sont librement imposée les universités de l'Ontario. Dans toute la mesure du possible, d'autre part, elle contribue au succès de ce mouvement, et entend continuer à le faire.

When the University of Ottawa states that, in the area of University libraries, it is wholeheartedly favorable to co-operation and co-ordination, it is more than a "motherhood" statement: we have already derived considerable benefits from some of the initiatives that have been taken, and we attempt to reciprocate by all means at our disposal. The following notes will develop these two points.

I BENEFITS OF CO-ORDINATION

A. Acquisitions

Like all other universities of Ontario we think that co-ordination is a necessity. Notwithstanding great efforts and considerable sums of money allocated to libraries for book buying, they have not been able to purchase even some of the essential volumes from the enormous and increasing output of the world publishing industry. A co-ordination of the collection policies of the universities is necessary and will depend on the speedy feeding of accurate and up-to-date information about the holdings of each member library into the system.

...

Our obligations are heavier than those of most Ontario Universities because of our bilingual character: with the same amount of money, we cannot go as far as others because we must constantly endeavor to acquire appropriate collections in French materials as well as in English.

Therefore, the possibility offered to our teachers and students of making use of other Universities' collection is of great value to us.

The University of Ottawa supports the efforts made by Ontario Universities to co-ordinate the development of programs of studies: this will make it possible -indeed, it has already made possible- to apply an acquisitions policy that aims at excellence in certain areas, instead of one that would result in mediocrity in all.

Here is a concrete example of the advantages of co-operation: when requested to acquire a work (e.g. a collection of periodicals) costing \$2,000.00 or more, we now automatically enquire from other libraries whether the work is in their collections; if it is, we can weigh the advantages of having the work in our premises against the cost factor.

B. Retrieval

We are delighted that a computer-based province-wide catalog is being created; this undertaking shall make other collections available in an even more real sense to our teachers and students. (It will also, of course, be of immense assistance in the acquisitions area, by minimizing unjustified duplications.)

...

II OUR CONTRIBUTION

We are fully convinced of our obligation to make co-operation and co-ordination a two-way street, and have already taken the following steps.

A. Participation in design of systems

This University was not requested to become a full member of the Office of Library Co-ordination; nevertheless, when asked to do so, we delegate observer representatives to the committees set up by the Office. As of the time of writing, we are represented on the Advisory Systems Committee and on the Monograph Demonstration Project.

Similarly, we are represented by an observer on the Subcommittee which has designed a joint computer-based list of periodicals available in Ontario.

B. Participation in Operational Projects

1. The University of Ottawa is the clearing house for the shipping of book parcels between Ontario and Quebec; in other words, the link between IUTS and PEBUQUILL.
2. We have contributed \$3,000.00 to the microfilming of minority ethnic newspapers, an OCUL project.
3. Our libraries are open to the teachers and students of other Ontario Universities: moreover, their teachers and graduate students can borrow

...

from our collections at a very moderate cost.

4. We exchange copies with other libraries.

5. On request, we provide information to other libraries concerning the availability of costly works in our collections.

Let it be said, in closing, that we do not make fetishes of cooperation and coordination. We have recently withdrawn from a pilot project in shared cataloguing, for instance, because it had become evident that no great advantages were accruing from the venture, neither for us nor for other participants. In the area of technical services, in particular, we insist that automatized procedures demonstrate their cost-effectiveness before we will engage in them on a permanent basis. We shall whole heartedly participate, on the other hand, in any venture which gives us the opportunity to contribute to the quality and effectiveness of the Ontario Universities library network.

XV GRIEVANCES PROCEDURES - LA RESOLUTION DES GRIEFS

XV. DO YOU HAVE FORMAL GRIEVANCE PROCEDURES AVAILABLE FOR STAFF AND STUDENTS?

A new policy -now under preparation- will make clearer many aspects of the grievance procedures for teachers of the University in matters concerning employment contracts and tenure. This policy shall conform to the Statutory Powers Act.

Support Staff can already avail itself of a four-step grievance procedure.

There is no written policy concerning students' grievances; they usually submit their case to the Administration of the Faculty or of the University, or to Students' Services.

I PERSONNEL ENSEIGNANT

Les occasions de griefs majeurs: refus d'une promotion ou de la permanence, non-renouvellement ou même résiliation du contrat d'engagement, sont prévues dans les règlements appropriés, et un mécanisme de grief y est clairement décrit. Il comporte des interventions successives auprès du Comité exécutif de la Faculté, du Comité d'administration et, finalement, du Comité exécutif du Bureau des Gouverneurs.

Il est à noter de plus que, tel que dit plus haut, un nouveau règlement vient d'être soumis au Bureau des Gouverneurs; il régira les questions relatives à l'obtention de la permanence, les contrats d'engagement et la cessation d'emploi, et incorporera les dispositions du "Statutory Powers Act" de la Province d'Ontario.

...

II PERSONNEL DE SOUTIEN

Il existe une procédure officielle de grief à l'usage du personnel de soutien qui est décrite dans le règlement no 1 de l'Université: cette procédure permet à tout employé ou groupe d'employés de présenter des griefs aux autorités de l'Université et prévoit quatre étapes pour parvenir à un règlement satisfaisant.

1^e étape: au supérieur immédiat qui en réfère au service du personnel

2^e étape: au chef de département ou de division qui en réfère au service du personnel

3^e étape: au doyen ou au directeur qui doit prendre une décision.

4^e étape: au comité du personnel de soutien qui en réfère au comité d'administration de l'Université.

Dans tous les cas, l'employé ou le groupe d'employés peut se faire accompagner par un membre du personnel de son choix.

III ETUDIANTS

L'Université d'Ottawa n'a pas de procédure formelle de griefs pour ses étudiants. Jusqu'ici nos mécanismes ad hoc ont donné d'heureux résultats et nous ne subissons pas de pression visant à institutionnaliser le processus. Il faut distinguer deux ordres de griefs étudiants: 1) grief à caractère administratif en relation avec la faculté ou un service de l'Université; 2) grief à caractère pédagogique.

...

A. Grief à caractère administratif

L'étudiant s'adresse généralement au supérieur immédiat de la personne avec laquelle il transige. D'autres préfèrent s'adresser à la direction des Services aux étudiants ou à l'un de ses services. L'intervention des fonctionnaires de ce secteur règle très souvent le cas. D'autres encore se présentent chez l'un ou l'autre des dirigeants de l'Université, tels les Vice-recteurs ou même le Recteur. L'étudiant qui n'a pas obtenu satisfaction peut, enfin, soumettre son cas au Comité d'administration ou même au Bureau des Gouverneurs.

B. Grief à caractère pédagogique

L'étudiant peut choisir parmi au moins deux styles d'intervention. Il peut porter son grief à l'attention du directeur de département ou au doyen de sa faculté. Le cas est généralement discuté au conseil de la faculté et, de là, à l'exécutif du Sénat de l'Université si l'étudiant en appelle de la décision du Conseil. S'il craint les répercussions de son geste, il peut aussi s'adresser à des personnes qu'il juge plus neutres. Ce cheminement l'amène soit à la direction des Services aux étudiants, soit chez le Vice-recteur à l'enseignement et à la recherche, ou chez le Recteur. Si leur intervention s'avère inefficace, le cas est soumis au Conseil de la Faculté et, de là, à l'exécutif du Sénat comme mentionné précédemment.

SECTION 4: STATISTICS

4ième PARTIE: STATISTIQUES

FORMS / FORMULES CUA - 73

LONG TERM ENROLMENT DATA 1971-1972 TO 1978-1979

Instructions:

1. Please complete this report in a manner consistent with the enrolment categorization scheme and definitions reflected on the regular MCU Enrolment Report (UAR Forms). Note particularly, however, the precise requirement under item (a) which is for registration in the 1st University Year subsequent to Grade 13 into undergraduate degree Programs only.
2. Reports for the University of Guelph, the University of Waterloo, and the University of Windsor should be on an FTE basis.
3. For constituent Universities with Federated or Affiliated institutions, Full-Time Enrolment must take into account net teaching service performed for these Institutions, and will therefore, be stated in terms of FTE for teaching services performed (Toronto, Waterloo, Western and Laurentian).

| | 1971 -72 | 1972 -73 | 1973 -74 | 1974 -75 | 1975 -76 | 1976 -77 | 1977 -78 | 1978 -79 |
|--|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|
| a. Full-Time "Freshman Intake" (i.e. 1st Year Undergraduate Degree) | 1830 | 1975 | 2206 | 2279 | 2306 | 2336 | 2356 | 2367 |
| b. Total Full-time Undergraduate (including diploma and other non-degree and make-up or qualifying year) | 7273 | 7621 | 8280 | 8843 | 9009 | 9171 | 9245 | 9291 |
| c. Total Graduate (Full-time) | 1202 | 1035 | 1092 | 1203 | 1119 | 1123 | 1126 | |
| d. Total Full-time Enrolment (a) plus (c) | 2382 | 8647 | 9319 | 9934 | 10112 | 10290 | 10366 | 10427 |
| e. FTE of Part-Time Enrolment using appropriate Formula Conversion Factors (excluding "Summer School" Graduate Students) | 2221.3 | 2513.0 | 2690 | 2617.8 | 2657.4 | 2722.7 | 2737.2 | 2740.5 |
| f. FTE Enrolment (d plus e) | 10632.6 | 11160.0 | 12009 | 12551.8 | 12769.4 | 13012.7 | 13205.2 | 13257.5 |

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| UNDERGRADUATE ENROLMENT DATA | | | | | | |
|------------------------------|---------------------|-----------|-----------|------------------------|------------------------|------------------------|
| DEGREES AWARDED BY LEVEL | | | | | | |
| | 1971-1972 ACTUAL | 1972-1973 | 1973-1974 | 1974-1975 ESTIMATED | 1975-1976 PROJECTED | 1977-1978 PROJECTED |
| <u>GENERAL DEGREE</u> | | | | | | |
| <u>B.A.</u> | 642 | 684 | 760 | 795 | 810 | 810 |
| <u>B. Sc.</u> | 69 | 103 | 110 | 135 | 125 | 130 |
| <u>Other (Specify)</u> | | | | | | |
| <u>B. Soc. Sc.</u> | 18 | 9 | 10 | 10 | 10 | 10 |
| <u>B. Com.</u> | 108 | 89 | 110 | 115 | 120 | 125 |
| <u>B. Phys. Ed.</u> | 16 | 24 | 25 | 30 | 30 | 30 |
| <u>HONOURS DEGREE</u> | | | | | | |
| <u>B.A.</u> | 54 | 156 | 185 | 190 | 180 | 190 |
| <u>B. Sc.</u> | 44 | 55 | 80 | 85 | 85 | 87 |
| <u>Other (Specify)</u> | | | | | | |
| <u>B. Phys. Ed.</u> | - | 104 | 100 | 110 | 120 | 125 |
| <u>B.A. Sc. (Eng.)</u> | 68 | 94 | 86 | 105 | 105 | 111 |
| <u>B. Soc. Sc.</u> | 70 | 45 | 55 | 60 | 60 | 65 |
| <u>B. Sc. (Nursing)</u> | 208 | 104 | 54 | 45 | 80 | 78 |
| <u>B. Com.</u> | 23 | 86 | 60 | 95 | 95 | 100 |
| <u>Ed.</u> | 167 | 141 | 115 | 105 | 100 | 100 |
| <u>B. Music</u> | - | - | 10 | 13 | 13 | 12 |
| <u>B. Sc. (Home Econ.)</u> | 11 | 20 | 24 | 28 | 33 | 34 |

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UNDERGRADUATE ENROLMENT DATA
DEGREES AWARDED BY LEVEL

| FIRST PROFESSIONAL DEGREE (Specify) | 1971-1972 | | | | 1972-1973 | | | | 1973-1974 | | | | 1974-1975 | | | | 1975-1976 | | | | 1976-1977 | | | | 1977-1978 | | | | | | | | | |
|--|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|--|--|--|----|--|--|
| | 1971-1972 | 1972-1973 | 1973-1974 | 1974-1975 | 1972-1973 | 1973-1974 | 1974-1975 | 1975-1976 | 1972-1973 | 1973-1974 | 1974-1975 | 1975-1976 | 1972-1973 | 1973-1974 | 1974-1975 | 1975-1976 | 1972-1973 | 1973-1974 | 1974-1975 | 1975-1976 | 1972-1973 | 1973-1974 | 1974-1975 | 1975-1976 | 1972-1973 | 1973-1974 | 1974-1975 | 1975-1976 | | | | | | |
| N.D. (Medecine) | 66 | 70 | 70 | 82 | | | | 80 | | | | 80 | | | | 80 | | | | 80 | | | | 80 | | | | 80 | | | | | | |
| LL.B. (Common Law) | 64 | 62 | 68 | 81 | | | | 140 | | | | 140 | | | | 140 | | | | 140 | | | | 140 | | | | 140 | | | | | | |
| LL.B. (Droit civil) | 68 | 91 | 105 | 105 | | | | 108 | | | | 109 | | | | 110 | | | | 110 | | | | 110 | | | | 110 | | | | | | |
| B.L.S. (Library Sc.) | 97 | 30 | - | - | | | | - | | | | - | | | | - | | | | - | | | | - | | | | - | | | | | | |
| B.Th. (Theology) | 82 | 106 | - | - | | | | - | | | | - | | | | - | | | | - | | | | - | | | | - | | | | | | |
| S. Canon Law | - | 8 | - | - | | | | - | | | | - | | | | - | | | | - | | | | - | | | | - | | | | | | |
| <u>TOTAL DEGREES</u> | 1950 | 2081 | 2027* | 2189 | | | | 2294 | | | | 2324 | | | | 2340 | | | | 2358 | | | | | | | | | | | | | | |
| <u>DIPLOMA (Specify)</u> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Cert. Nursing | | - | | | | | | - | | | | - | | | | - | | | | - | | | | - | | | | - | | | | | | |
| Cert. Commerce | | 53 | 58 | 65 | | | | 65 | | | | 65 | | | | 65 | | | | 65 | | | | 65 | | | | 65 | | | | 65 | | |
| Cert. Fine Arts | | - | - | 5 | | | | 5 | | | | 5 | | | | 5 | | | | 5 | | | | 5 | | | | 5 | | | | 5 | | |
| <u>TOTAL CERTIFICATES</u> | | 58 | 70 | 70 | | | | 70 | | | | 70 | | | | 70 | | | | 70 | | | | 70 | | | | 70 | | | | 70 | | |

* No projection for B. Theology

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GRADUATE ENROLMENT DATA

| <u>GRADUATE DIPLOMAS AND DEGREES AWARDED / TO BE AWARDED BY DISCIPLINE AREA</u> | | | | | |
|---|------------------|------------------|------------------|------------------|------------------|
| | <u>1971-1972</u> | <u>1972-1973</u> | <u>1973-1974</u> | <u>1974-1975</u> | <u>1975-1976</u> |
| | <u>ACTUAL</u> | <u>ESTIMATED</u> | <u>PROJECTED</u> | <u>PROJECTED</u> | <u>PROJECTED</u> |
| <u>AGGREGATE FIGURES</u> | | | | | |
| Master's | 717 | 703 | 734 | 690 | 718 |
| Doctoral | 56 | 79 | 84 | 79 | 71 |
| Other (Specify) | | | | | |
| Total | 773 | 782 | 818 | 769 | 799 |
| <u>FIGURES BY DISCIPLINE AREA</u> | | | | | |
| <u>EDUCATION</u> | | | | | |
| Master's | 343 | 350 | 330 | 300 | 300 |
| Doctoral | 12 | 11 | 12 | 12 | 12 |
| Other (Specify) | | | | | |
| Total | 355 | 361 | 342 | 312 | 312 |
| <u>FINE AND APPLIED ARTS</u> | | | | | |
| Master's | | | | | |
| Doctoral | | | | | |
| Other (Specify) | | | | | |
| Total | | | | | |
| <u>SCIENTIFIC AND RELATED</u> | | | | | |
| Master's | 174 | 121 | 131 | 103 | 95 |
| Doctoral | 11 | 20 | 32 | 25 | 20 |
| Other (Specify) | | | | | |
| Total | 185 | 141 | 163 | 128 | 121 |
| <u>SOCIAL SCIENCES AND RELATED</u> | | | | | |
| Master's | 120 | 165 | 201 | 215 | 245 |
| Doctoral | 6 | 6 | 10 | 13 | 13 |
| Other (Specify) | | | | | |
| Total | 126 | 171 | 211 | 228 | 258 |

132.

| GRADUATE ENROLMENT DATA | | | | | |
|--|---------------------|---------------------|------------------------|------------------------|------------------------|
| GRADUATE DIPLOMAS AND DEGREES AWARDED / TO BE AWARDED BY DISCIPLINE AREA | | | | | |
| | 1971-1972 ACTUAL | 1972-1973 ACTUAL | 1973-1974 ESTIMATED | 1974-1975 PROJECTED | 1975-1976 PROJECTED |
| <u>AGRICULTURAL AND BIOLOGICAL SCIENCES</u> | | | | | |
| Master's | 5 | 3 | 4 | 4 | 4 |
| Doctoral | 9 | 11 | 10 | 8 | 6 |
| Other (Specify) | | | | | |
| Total | 14 | 14 | 14 | 12 | 10 |
| <u>ENGINEERING AND APPLIED SCIENCES</u> | | | | | |
| Master's | 61 | 51 | 55 | 55 | 55 |
| Doctoral | | 10 | 6 | 6 | 6 |
| Other (Specify) | | | | | |
| Total | 61 | 61 | 61 | 61 | 61 |
| <u>HEALTH PROFESSIONS AND OCCUPATIONS</u> | | | | | |
| Master's | 4 | 3 | 3 | 3 | 3 |
| Doctoral | 2 | 9 | 5 | 4 | 5 |
| Other (Specify) | | | | | |
| Total | 6 | 12 | 7 | 8 | 7 |
| <u>MATHEMATICS AND THE PHYSICAL SCIENCES</u> | | | | | |
| Master's | 10 | 10 | 10 | 10 | 10 |
| Doctoral | 16 | 12 | 10 | 10 | 10 |
| Other (Specify) | | | | | |
| Total | 26 | 22 | 20 | 20 | 20 |

GRADUATE ENROLMENT DATADISTRIBUTION OF NEW REGISTERED GRADUATE STUDENTS (FULL-TIME AND PART-TIME)BY DISCIPLINE AREA**Instructions:**

A new Graduate student is defined to be a graduate student who is new to a particular graduate program in the institution. This includes students new to the institution and new to graduate studies in the institution. The number of such new students should be determined for each term and then added up over the three terms to give the number of new graduate students in a given year. The terms should be considered in the order Fall, winter, spring so that, for example, the 1970-71 year consists of Fall 1970, Winter 1971, Spring 1971.

| | 1970-1971 | | 1971-1972 | | 1972-1973 | | 1973-1974 | |
|-----------------------------------|------------------|---------------|---------------|---------------|---------------|------------------|------------------|--|
| | <u>ACTUAL</u> | <u>ACTUAL</u> | <u>ACTUAL</u> | <u>ACTUAL</u> | <u>ACTUAL</u> | <u>ESTIMATED</u> | <u>ESTIMATED</u> | |
| <u>AGGREGATE FIGURES</u> | | | | | | | | |
| <u>EDUCATION</u> | | | | | | | | |
| Full-Time | -Master's | 485 | 459 | 475 | 471 | | | |
| | -Doctoral | 153 | 149 | 115 | 81 | | | |
| | -Other (Specify) | | | | | | | |
| | -Total | 638 | 608 | 590 | 552 | | | |
| Part-Time | -Master's | 148 | 356 | 336 | 327 | | | |
| | -Doctoral | 18 | (627)* | (554)* | (517)* | | | |
| | -Other (Specify) | | (36) | (43) | (24) | | | |
| | -Total | 166 | 374 | 361 | 342 | | | |
| <u>FIGURES BY DISCIPLINE AREA</u> | | | | | | | | |
| <u>EDUCATION</u> | | | | | | | | |
| Full-Time | -Master's | 132 | 104 | 97 | 76 | | | |
| | -Doctoral | 53 | 29 | 30 | 23 | | | |
| | -Other (Specify) | | | | | | | |
| | -Total | 185 | 133 | 127 | 99 | | | |
| Part-Time | -Master's | 110 | 85 | 134 | 151 | | | |
| | -Doctoral | 15 | (320) | (344) | (326) | | | |
| | -Other (Specify) | | (24) | (26) | (12) | | | |
| | -Total | 125 | 91 | 144 | 155 | | | |

* Figures in parentheses include the new students of the six weeks Summer Session preceding the Fall term of the year reported.

August 1973

GRADUATE ENROLMENT DATADISTRIBUTION OF NEW REGISTERED GRADUATE STUDENTS (FULL-TIME AND PART-TIME)BY DISCIPLINE AREA

| | 1970-1971 | | 1971-1972 | | 1972-1973 | | 1973-1974 | |
|------------------------------------|------------------|---------------|---------------|---------------|------------------|------------------|------------------|------------------|
| | <u>ACTUAL</u> | <u>ACTUAL</u> | <u>ACTUAL</u> | <u>ACTUAL</u> | <u>ESTIMATED</u> | <u>ESTIMATED</u> | <u>ESTIMATED</u> | <u>ESTIMATED</u> |
| <u>FINE AND APPLIED ARTS</u> | | | | | | | | |
| Full-time | -Master's | 116 | 83 | 72 | 58 | 58 | 58 | 58 |
| | -Doctoral | 56 | 61 | 42 | 42 | 42 | 42 | 42 |
| | -Other (Specify) | | | | | | | |
| | -Total | | | | | | | |
| Part-time | -Master's | 172 | 144 | 114 | 114 | 114 | 114 | 114 |
| | -Doctoral | | | | | | | |
| | -Other (Specify) | | | | | | | |
| | -Total | | | | | | | |
| <u>HUMANITIES AND RELATED</u> | | | | | | | | |
| Full-Time | -Master's | 14 | 39 | 24 | 24 | 24 | 20 | 20 |
| | -Doctoral | 2 | 9 | 9 | 9 | 9 | 9 | 9 |
| | -Other (Specify) | | | | | | | |
| | -Total | 16 | 48 | 35 | 35 | 35 | 29 | 29 |
| | (75) | (41) | (40) | | | | | |
| <u>SOCIAL SCIENCES AND RELATED</u> | | | | | | | | |
| Full-time | -Master's | 164 | 220 | 239 | 281 | 281 | 281 | 281 |
| | -Doctoral | 19 | 21 | 17 | 23 | 23 | 23 | 23 |
| | -Other (Specify) | | | | | | | |
| | -Total | 183 | 241 | 256 | 304 | 304 | 304 | 304 |

* Figures in parentheses include the new students of the six weeks Summer Session preceding the Fall term of the year reported.

GRADUATE ENROLMENT DATADISTRIBUTION OF NEW REGISTERED GRADUATE STUDENTS (FULL-TIME AND PART-TIME)

Page 3 of 4

BY DISCIPLINE AREA

| | | 1971-1972 ACTUAL | | 1972-1973 ACTUAL | | 1973-1974 ESTIMATED | |
|--------------------------------------|------------------|---------------------|-----|---------------------|-----|------------------------|-----------|
| | | | | | | | |
| SOCIAL SCIENCES AND RELATED | | | | | | | |
| Part-Time | -Master's | 17 | 211 | (220)* | 165 | { 169 }* | 149 |
| | -Doctoral | 1 | 1 | { 1 } | 3 | { 3 } | { 1 } |
| | -Other (Specify) | | | | | | |
| | -Total | 18 | 212 | (221) | 168 | (172) | 150 (155) |
| AGRICULTURAL AND BIOLOGICAL SCIENCES | | | | | | | |
| Full-Time | -Master's | 4 | 4 | 4 | 8 | 9 | |
| | -Doctoral | 3 | 8 | 3 | 3 | 3 | |
| | -Other (Specify) | | | | | | |
| | -Total | 7 | 12 | 11 | 11 | 12 | |
| Part-Time | -Master's | | | | | | |
| | -Doctoral | | | | | | |
| | -Other (Specify) | | | | | | |
| | -Total | | | | | | |
| ENGINEERING AND APPLIED SCIENCES | | | | | | | |
| Full-Time | -Master's | 53 | 28 | 29 | 39 | 39 | |
| | -Doctoral | 8 | 12 | 6 | 6 | 6 | |
| | -Other (Specify) | | | | | | |
| | -Total | 61 | 40 | 45 | 45 | 45 | |
| Part-Time | -Master's | 5 | 20 | { 20 } | 10 | { 10 } | 5 { 5 } |
| | -Doctoral | | 2 | { 2 } | 1 | { 1 } | { 1 } |
| | -Other (Specify) | | | | | | |
| | -Total | 5 | 22 | (22) | 11 | (11) | 6 (6) |

* Figures in parentheses include the new students of the six week Summer Session preceding the Fall term of the year reported

August 1973

DISTRIBUTION OF NEW REGISTERED GRADUATE STUDENTS (FULL-TIME AND PART-TIME)

BY DISCIPLINE AREA

| HEALTH PROFESSIONS AND OCCUPATIONS | 1970-1971 ACTUAL | | 1971-1972 ACTUAL | | 1972-1973 ACTUAL | | 1973-1974 ESTIMATED | |
|---------------------------------------|---------------------|-----------|---------------------|-----------|---------------------|-----------|------------------------|-----------|
| | Full-Time | Part-Time | Full-Time | Part-Time | Full-Time | Part-Time | Full-Time | Part-Time |
| -Master's | 3 | 3 | 6 | 6 | 5 | 5 | 6 | 6 |
| -Doctoral | | | | | | | 4 | 2 |
| -Other (Specify) | | | | | | | | |
| -Total | 6 | | 12 | | 9 | | 8 | |
| -Master's | | | | | | | 1 (1)* | |
| -Doctoral | | | | | | | | 1 (1)* |
| -Other (Specify) | | | | | | | | |
| -Total | | | | | 1 (1) | | 1 (1) | |
| MATHEMATICS AND THE PHYSICAL SCIENCES | | | | | | | | |
| -Master's | | | 14 | | 15 | | 11 | |
| -Doctoral | | | 12 | | 13 | | 5 | |
| -Other (Specify) | | | | | | | | |
| -Total | | | 26 | | 28 | | 16 | |
| Part-Time | | | | | | | | |
| -Master's | | | | | | | | |
| -Doctoral | | | | | | | | |
| -Other (Specify) | | | | | | | | |
| -Total | | | 2 | | 1 (1)* | | 1 (1) | |

*Figures in parentheses include the new students of the six week Summer Session preceding the Fall term of the year reported

